



# Guidance College Academic Catalog

Undergraduate & Graduate Divisions



This page left intentionally blank

# Table of Contents

<b>GREETINGS FROM THE PRESIDENT &amp; CEO</b> .....	<b>5</b>
<b>ABOUT GUIDANCE COLLEGE</b> .....	<b>6</b>
ACADEMIC CALENDAR Fall 2023-Summer 2024 .....	7
HISTORY .....	11
MISSION .....	12
VISION .....	12
ACADEMIC ACCREDITATION RECOGNITION .....	13
GUIDING PRINCIPLES & PHILOSOPHY .....	14
ACADEMIC OVERVIEW.....	15
ASSESSMENT OF STUDENT LEARNING.....	16
STRATEGIC INSTITUTIONAL INITIATIVES/PLANNING .....	16
INSTITUTIONAL ADVANCEMENT.....	17
PUBLIC DISCLOSURE .....	19
Religious Exemption and Complaint .....	20
<b>ENROLLMENT INFORMATION</b> .....	<b>21</b>
APPLICATION FOR ADMISSION .....	23
INTERNATIONAL APPLICANTS.....	29
<b>DUAL CREDIT ENROLLMENT</b> .....	<b>31</b>
DIRECTED STUDY POLICY.....	40
<b>FINANCIAL INFORMATION</b> .....	<b>42</b>
TUITION AND FEES SCHEDULE.....	43
REFUND POLICY.....	45
CORE COURSES.....	49
ACADEMIC ADVISING .....	52
ACADEMIC RECORDS.....	52
ACADEMIC INTEGRITY .....	53
APPEALS .....	56
ADDING AND DROPPING COURSES.....	58
HOW TO CALCULATE GPA AND CGPA .....	62
CLASS ATTENDANCE AND CANCELLATION.....	63
GRADUATION .....	64
SYLLABI.....	64
COURSE EVALUATIONS .....	64
<b>STUDENT INFORMATION</b> .....	<b>65</b>
<b>GRADING INFORMATION</b> .....	<b>75</b>
<b>APPENDIX I</b> .....	<b>83</b>
<b>APPENDIX II</b> .....	<b>88</b>
<b>APPENDIX III</b> .....	<b>103</b>
<b>COMMUNITY EDUCATION</b> .....	<b>106</b>
Quran Ijazah.....	107
<b>DIRECTORY</b> .....	<b>109</b>

This page left intentionally blank



# GUIDANCE COLLEGE

RELEVANT AND AUTHENTIC

The information in this Catalog describes Guidance College with its respective divisions for undergraduate and Graduate study. Information for academic programs and support services are included as well as personnel effective at the beginning of the August 2020 academic year. The information contained herein is not a contract or a legal document, but for planning purposes and functionality in the Guidance College educational community, and is subject to change without notice; consequently, when making changes during the academic year in progress, Guidance will make reasonable effort to inform students, faculty, and staff in a timely matter through published addendum. Information regarding revisions and updates in this Catalog is available from the Institutional Effectiveness Office. Students remain under the Catalog in which they received full admission with all applicable graduation requirements.

The *GC (Guidance College) Catalog* is reviewed as part of the institution's annual planning cycle. All suggestions for amending must be submitted in writing and reviewed by the Administrator for Institutional Effectiveness and approved by the Chief Academic Officer. This public Catalog is the property of Guidance College with all normally recognized rights and is available for download via the College's website.

Guidance College admits qualified students who have approved academic requisites for a program of study and are agreeable with Guidance's higher education mission and graduated student outcomes. GC welcomes all worldviews while recognizing that some students will evidence a personal commitment to Islam. Guidance does not discriminate based on gender, age, race, color, nationality, or ethnic origin. All applicants desiring to study at Guidance College must complete the admissions process as described in this Catalog before receiving full acceptance as a new, continuing, readmitted, transfer, or transient student.

**Fall 2023 - Summer 2024 Catalog**

## GREETINGS FROM THE PRESIDENT & CEO



GUIDANCE  
COLLEGE  
RELEVANT AND AUTHENTIC

Dr. Main Alqudah  
President of Guidance College

Welcome!

Guidance College is the place where students gain their undergraduate and graduate degrees in authentic and professional specialized Islamic knowledge that recognizes modern-time realities and allows them to examine different branches of knowledge from an authentic Islamic perspective. Guidance's instructors and curriculum enables our students to think ethically, logically, analytically, and critically, while making responsible and moral decisions aiming at improving the quality of life for all inhabitants of the earth with a full understanding and appreciation of the cultural and human differences.

I encourage you to visit and consider Guidance as an integral part of your future. We are here to help you to know, understand, and apply the wonderful blessings that God has for you. I look forward to greeting you as one of our new students.

Sincerely,

Dr. Main Alqudah  
President & CEO

# **ABOUT GUIDANCE COLLEGE**



## ACADEMIC CALENDAR Fall 2024-Summer 2025

EVENT	FALL 2024
Registration Begins	June 15, 2024
New Student Orientation	August 17, 2024
Live Classes Begin	August 18, 2024
Admission Deadline for the Semester	August 25, 2024
Last Day to Drop Classes (Full Refund)	September 1, 2024
Labor Day College Closed	September 2, 2024
Mid-Term Exam Week	October 6, 2024
Last Day for Withdrawal	October 27, 2024
Thanksgiving	November 28, 2024
Oral Exam Week Starts	December 1, 2024
Final Exam Week Starts	December 8, 2024
Final Grades Posted	December 15, 2024

EVENT	SPRING 2025
2024 Spring Registration Begins	October 1, 2024
New Student Orientation	January 11, 2025
Spring 2024 Semester begins	January 12, 2025
Late Admission & Registration Closed	January 17, 2025
MLK (Recognized, but College will not be closed)	January 20, 2025
Last day to drop classes for Full Refund	January 27, 2025
Mid-Term Exam Week	February 23, 2025
Ramadan begins	March 1, 2025
Last Day for Withdrawal	March 16, 2025
EID ul Fitr Break	March 27 - April 2, 2025
Classes Resume	April 3, 2025
Oral Exam Week Begins	April 13, 2025
Course Evaluations Deadline	April 20, 2025
Final Exam week	April 20, 2025
Final Grade Posted	April 27, 2025

EVENT	SUMMER 2025
Summer Registration Opens	March 1, 2025
New Student Orientation	May 10, 2025
Classes Begin	May 11, 2025
Late Admission & Registration Closed	May 17, 2025
Last day to Drop classes (Full Refund)	May 24, 2025
Memorial Day (College is Closed)	May 26, 2025
Eid ul-Adha (College is Closed)	June 6, 2025 - June 7, 2025
Registration Begins For Fall Semester	June 15, 2025
Last Day for Withdrawal	June 22, 2025
Midterm Week	June 22, 2025
Independence Day (College Closed)	July 4, 2025
Oral Exam Week	July 20, 2025
Final Exam Week	July 27, 2025
Final Grades Posted	August 3, 2025

**US NATIONAL HOLIDAYS**

- January 1, 2025 – New Years
- May 31, 2025 – Memorial Day
- July 4, 2025 – Independence Day
- September 5, 2025 – Labor Day
- November 24, 2025 – Thanksgiving Day

## HOLIDAYS



### ISLAMIC HOLIDAY OBSERVANCES

Guidance College will observe the Islamic holidays listed below. Guidance College will grant the first, second and third day of Eid holidays only. If the holiday falls on a weekend, Guidance College will not grant additional days.

#### Eid ul-Fitr: The End of Ramadan

Eid ul-Fitr, often abbreviated to Eid, which is the Arabic word for "festivity", marks the end of the 30 days of fasting during the Holy Month of Ramadan. Consequently, Eid ul-Fitr is celebrated on the 1st day of Shawwal. The month of Ramadan is the 9th month of the Hijri/lunar Calendar.

#### Eid al-Adha: Festival of Sacrifice

Eid Al-Adha falls during the pilgrimage to Mecca. It is celebrated on the 10th day of Dhul- Hijjah, the last month in the Islamic calendar. The month of Dhul-Hijjah is the 12th month of the Hijri/lunar Calendar.

## LOCATION

Guidance College is registered in the state of Texas. The office address for the College is 16225 Park Ten Place, Suite 500, Houston, Texas, 77084. Guidance is well known for its affordable tuition and quality instruction in an emerging ethnically and culturally diverse educational environment of the Houston metroplex. GC prepares men and women for work nationally and internationally.

16225 Park Ten Place, Suite 500  
Houston, TX 77084



### MAILING ADDRESS

Guidance College  
P.O. Box 339  
Barker, Texas 77094-9900

### TELEPHONE & FAX

Main: 713-231-3791  
Fax: 281-990-6387

### STREET ADDRESS

Guidance College 16225 Park Ten Place, Suite 500  
Houston, TX 77084

### EMAIL

[info@guidancecollege.org](mailto:info@guidancecollege.org)

### SOCIAL MEDIA

[www.facebook.com/guidancecollege2011](http://www.facebook.com/guidancecollege2011)  
[www.instagram.com/guidancecollege2011](http://www.instagram.com/guidancecollege2011)  
[www.twitter.com/guidance2011](http://www.twitter.com/guidance2011)  
[www.linkedin.com/school/guidance-college](http://www.linkedin.com/school/guidance-college)  
[www.youtube.com/channel/UCamDLiCVPVtQrLrsy3Vw](http://www.youtube.com/channel/UCamDLiCVPVtQrLrsy3Vw)

### WEBSITE

[www.guidancecollege.org](http://www.guidancecollege.org)

### **THE GUIDANCE COLLEGE EXPERIENCE**

What will a student experience at Guidance College?—Academic programs infused with Qur'an content; faculty passionate about teaching, student-to-student relationship built through peer- to-peer interaction, and real-time application; staff modeling servant leadership and fostering meaningful relationships with students; challenging instruction consistently focused with Islamic worldview outcomes; a campus environment conducive to personal growth; and leadership ministry experience opportunities guaranteed to spiritually mature students as they pursue God's leadership. Students also benefit from technology in use on campus and stay connected through e campus-wide online information system, *sycamore.com*.

Guidance welcomes all applicants for admission regardless of gender, age, race, color, nationality, or ethnic origin.

Moreover, Muslims living in the USA face major challenges. These challenges have been faced largely without the guidance of adequately trained scholars. Particularly in matters of religion, Muslim communities have come to rely for religious leadership upon Imams and scholars whose training is mainly rooted in the cultural and educational environments of their countries of origin.

This training is not always sufficient to deal with the cultural environment of American Society, nor with the challenges arising from life within Western societies in general. With the growing number of Muslims living in the USA, and the accelerated movement of people and ideas across national and cultural borders, Muslims today are experiencing unprecedented levels of multiculturalism.

This widely recognized development in the nature of relations between religions and cultures imposes new theoretical as well as practical issues on Muslims, whether in minority or majority situations. Western societies also face no less acute questions regarding the newcomers. A greater degree of mutual understanding cannot be to the detriment of either; Muslims both in the West and in the Muslim world stand to gain a great deal from such an enterprise.

The West in general and the Muslim World are now much more aware of each other than in previous centuries. This calls for a new and more objective analysis of their common characteristics and differences. Islam is a religion with long established traditions of learning. These traditions, however, developed in a largely favorable environment, and by absorbing various elements of their local cultures, became highly diversified and differentiated. It is, therefore, vital to understand Islamic traditional culture in its historical and social context. This is a prerequisite for the revitalizing of Islamic thought and making Islamic contributions in the realm of ideas relevant to the human condition. In answer to these needs, Guidance College came into being.

### **HISTORY**

Guidance College, formally known as "Al-Huda University", was founded by Dr. Main Alqudah and Dr. Hamed Ghazali—also founders of Houston Quran Academy. Guidance College was established in the year 2011 in Houston, Texas. Guidance College is a non-profit, religious based College that is recognized by the Secretary of State, the Texas Workforce Commission, and the Texas Higher Education Coordinating Board.

Guidance College has developed greatly in the short time of its existence. The enrollment number of Guidance College has grown. Moreover, Guidance College has and is focusing on the quality of education provided and reaching out to a diverse population of Muslims in the US.

Guidance College offered Associate & Bachelor's degree in Islamic Studies, and Master's degree in Islamic Education during the first year of its opening. In 2014 Guidance College added an Executive Master in Islamic Finance to its lists of degrees granted.

## MISSION

The mission of Guidance College is to educate its student population in Islamic knowledge to prepare graduates to think critically and ethically so that their contributions to society are maximized.

## VISION

Guidance College will be a well-known institution of higher learning that is recognized for its Islamic knowledge and scholars.

With each year, Guidance College expands its student body and adds new courses to the curriculum; seeking to continually improve academic performance. The goal every day is to adhere to its mission of providing Islamic knowledge as authentic and relevant as possible. Allah willing, Guidance College will become the center point of Islamic knowledge in the United States of America, where scholars and students of all faiths come together to engage theological discussions celebrating commonalities and respecting differences.

## GOVERNANCE

Guidance College is an Islamic religiously aligned school, IRS 501 (c) (3) tax exempt, not-for-profit organization, governed by a self-perpetuating Board of Trustees.



### **ACADEMIC ACCREDITATION RECOGNITION**

Guidance College holds International Accreditation from ASIC (Accreditation Service for International Schools, Colleges, and Universities) with Premier Status for its commendable Areas of Operation.

ASIC Accreditation is a leading, globally recognized quality standard in international education. Institutions undergo an impartial and independent external assessment process to confirm their provision meets rigorous internationally accepted standards, covering the whole spectrum of its administration, governance, and educational offering. Achieving ASIC Accreditation demonstrates to students and stakeholders that an institution is a high-quality education provider that delivers safe and rewarding educational experiences and is committed to continuous improvement throughout its operation.

About ASIC: One of the largest international accreditation agencies operating in 70+ countries, ASIC is recognized in the UK by UKVI – UK Visas and Immigration (part of the Home Office of the UK Government), is ISO 9001:2015 (Quality Management Systems) Accredited and is a Full Member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), a member of the BQF (British Quality Foundation), a member of the International Schools Association (ISA), and an institutional member of EDEN (European Distance and E-Learning Network).





### **GUIDING PRINCIPLES & PHILOSOPHY OF HIGHER EDUCATION**

Guidance is committed to providing high-quality educational experiences using faculty that possess appropriate academic qualifications for the subjects each one teaches and likewise have significant experience complementary to their instruction. These guiding principles are our core values that lead into Guidance's philosophy of higher education.

- **Guidance College is a purely academic institution.** The main goal is to provide the students with the academic skills they need to contribute positively to the society they live in. The College will refrain from endorsing or supporting any political ideology.
- **Guidance College is an American institution that promotes the success of the country.** The college seeks to provide American society with professionals who understand all facets of Islamic culture. Guidance College graduates will be balanced and committed Muslims, knowledgeable scholars, and contributing citizens.
- **Guidance College strongly respects and recognizes differences among religions that permeate our American culture.** The College teaches its students to appreciate and respect cultural and religious differences. The College promotes cooperation and collaboration with other religious and non-religious institutions to work on common projects that bring the best for our society and country.
- **Guidance College believes, promotes, and teaches that Islam is a religion that calls for balance and moderation in all aspects of life, especially when these aspects affect other people.** The Prophet Mohammed (PBUH) rejected all kinds of extremism. Therefore, the College will not tolerate any form of extremism and will actively promote all forms of balance and moderation.
- **Guidance College believes that there are issues in Islam that are fixed and non-changeable but there are also issues that are open for reinterpretation and application in different environments.** Issues that relate to the theory of Islam such as belief in God, belief in Angels, etc. are fixed. In addition, rituals such as prayer, fasting, pilgrimage, etc., are fixed and non-changeable. Matters that relate to how a Muslim or a Muslim community deal with and contribute to others are open to reinterpretation in light of the change in the environment and the circumstances people live under.
- **Guidance College believes that religious verdicts cannot be separated from the understanding of the reality and the environment in which the verdict is made.** Hence, the College will not import religious verdicts from other parts of the Muslim world because the circumstances under which these verdicts were developed are different from the circumstances within the United States. Therefore, one of the main duties of the College is to develop solutions to the issues American Muslims face through research that takes into consideration the Islamic background needed to understand those issues and the impact of the reality and the environment on any such verdicts.
- **Guidance College respects and honors differences in opinions.** Everyone is entitled to express their opinion freely without any coercion or intimidation. The College encourages academic freedom and the right of its faculty and students to express their opinion freely without fear. However, only opinions that are formally posted on the Guidance College website or in its literature shall express the formal position that the College adopts regarding any certain issue. The College encourages its faculty to examine the philosophies and beliefs expressed by the College when formulating an opinion.
- **Guidance College will not tolerate any discrimination of any kind.** The College believes in gender equity and opens its doors to all individuals regardless of their sex, religious background, national origin, etc.
- **Guidance College believes in and teaches its students to follow an approach that brings ease and comfort to people.** Islam is a religion that teaches simplicity and ease in all matters. The Quran, in several places, emphasizes this fact. For example, verse 185 of chapter 2 of the Holy Quran reads: "Allah wants ease for you and does not want to burden you with difficulty!" Prophet Mohammed (PBUH) ordered his companions to make things easy for people and not to make it difficult, to give glad tidings, and not to drive people away.



### **ACADEMIC OVERVIEW**

Guidance College's faculty is an esteemed group of Islamic scholars and practitioners. Faculty members utilize knowledge of the Quran and Sunnah in their daily instruction.

GC's commitment to higher education and post-secondary academic programs promotes a clear distinction between its undergraduate and graduate program offerings. These academic programs at Guidance are intentionally constructed to fully prepare our students with an increase in Qur'an knowledge and practice as well as vocational outcomes flowing from our institutional mission, goals, and educational environment. Life-long learning centered in God's revelation contained in the Qur'an applicably sums the foundation and goals of all our instruction. See Appendix I for detailed academic programs.

### **EDUCATIONAL OUTCOMES**

Through its curriculum and instruction, Guidance College purposes to engage its students in Islamic higher education that will enable and challenge students to:

- Increase knowledge and understanding of the Qur'an and Islamic theology.
- Acquire a broad knowledge of the contents in the Qur'an and history of Islam.
- Acquire skills in personal Qur'an study.
- Gain applied knowledge in how to interpret the Qur'an.
- Gain applied technical skills how to interpret the Qur'an using academic software.
- Acquire a working knowledge of systematic theology.
- Move toward a maturing life by learning to apply Islamic truths.
- Grow as passionate leaders, equipped with marketable skills for service and vocation.
- Develop skills for the work of Dawah.
- Develop the foundation necessary for expressing a Islamic-centered worldview.
- Develop inquiry and research skills to support life-long learning.
- Progress to further studies using Islam as a foundation for advancing vocational skills.

### **ASSESSMENT OF STUDENT LEARNING**

Guidance College is committed to providing a high-quality educational experience for each of our students. Guidance publishes expected educational outcomes applicable for graduation candidates with each academic program. Goals are also embedded in the institution's strategic planning initiatives which involve improving curriculum, instruction capacities, and support services.

The assessments for all of these areas are administered through the Institutional Effectiveness Office where the objective is to help analyze the level at which institutional education and curricular learning outcomes are being met, and then engage members of the educational community in suggesting solutions for improving student learning and support services exercised through educational and administrative support units.

### **STUDENT DEVELOPMENT OVERVIEW**

Guidance College is committed to providing educational experiences which complement our curriculum and faculty instruction. Freedom of inquiry also applies to student development by providing opportunities for a student to affirm God's leadership in their life.

Spiritual life naturally plays an indispensable role and are facilitated by the faculty who are dedicated to moral character development and spiritual growth.

### **STRATEGIC INSTITUTIONAL INITIATIVES/PLANNING**

Guidance's current institutional priorities and goals are anchored in eight (8) strategic initiatives developed through a collaborative process with the board of directors, administrative team, faculty and staff, and other constituents such as alumni. These initiatives flow from the mission statement. Each initiative expresses what Guidance College believes is necessary for institutional effectiveness in a comprehensive and strategic sense to work out the mission and guide the institution's present and future work.

This leads Guidance to annually prepare planning and assessment documents, while confirming partnerships with individuals, businesses, and professional communities who embrace our mission. GC will accomplish this by these eight initiatives:

1. Increasing institutional effectiveness through regular, systematic planning, and assessment to advance the mission of the Institution.
2. Improving and expanding curricular offerings to affirm student learning outcomes at all levels as well as placement after graduation.
3. Growing the student population through active, aggressive, and effective recruitment and retention strategies.
4. Implementing and sustaining the Vision through top-notch servant leadership development; and expanding the faculty to increase excellence in academic engagement and ministry effectiveness. Additionally, cultivating a professional staff who provide administrative and educational support services that complement the Institution's mission and branding statements for servant leadership.
5. Advancing the technological environment in order to enhance student learning, academic program delivery and methods, and day-to-day operations in all areas of the Institution.
6. Exercising optimal stewardship, while providing an excellent learning environment. Initially remodeling current facilities to provide an environmentally sound and safe learning environment in a growing technological age.
7. Increasing the funding base of GC through new relationships with dedicated partners who share the Mission and Vision.
8. Providing a stabilized educational and fiscal foundation from which to invite smaller like-minded public institutions to partner with GC as an influential resource for implementing a similar model and mission.

### **INSTITUTIONAL ADVANCEMENT**

Guidance College's Institutional Advancement Team moves forward with a comprehensive *Advancement* Plan that allows the institution to maximize relationships with existing constituent groups and build new relationships that will help advance the school's mission and vision.

Institutional advancement at Guidance College can be summed up in three words inform, inspire, and invite people and organizations to connect with God's work through this institution's mission and legacy of faith, excellence. The Chief of Advancement and the Guidance College team stand ready to connect with its near and far communities.

Guidance is honored to be supported by more than 2000 supporters. In addition, Guidance College is proud and extremely thankful to be supported by more than 80 Islamic organizations. Currently, these interested, dedicated individuals invest in the College by sending students, financial gifts, and intercessory prayer support. Guidance College's alumni serve in many venues throughout the United States assisting with fundraising by securing events and promoting them.

Guidance College is not under the auspices of any group or religious affiliation. The student body is composed of many different individuals determined to please God. Guidance College is considered a strong resource for Islamic leadership.

### **FINANCIAL SUPPORT**

Student tuition and fees pay only a fraction of the College's business, personnel, and other operating costs. Guidance College encourages gifts, bequests, annuities, and/or other methods of giving from friends of the school. While student tuition meets some of the expenses, generous gifts, bequests, annuities, and property form critical sources for the financial base necessary to achieve our mission statement: "to educate a diverse student population in Islamic knowledge to prepare graduates to think critically and ethically so that their contributions to society are maximized."

Per IRS Code, Guidance College is a 501(c)(3) organization; therefore, all applicable gifts are tax deductible. Every gift is acknowledged by an official receipt and is deductible in accordance with the regulations of Internal Revenue Service for federal tax purposes.

As the College pivots to embrace the next years of its vision and initiatives, GC is totally committed to completing the accreditation process with the Middle States Commission on Higher Education. This naturally includes growing our campus facilities to include a new building program and more faculty. Guidance College encourages students, alumni, and friends to consider the College as a part of their regular God-pleasing support.



## **ONLINE INFORMATION SYSTEM – SYCAMORE CAMPUS**

Technological improvements allow GC to reach out near and far affecting every area of the College's mission and strategic planning. Guidance College has implemented a secure, web-based information system known as *Sycamore Campus*, hosted by Sycamore Education. Sycamore Campus is the technology hub for all student, faculty, development, and educational activities.

The functionality of the *Sycamore Campus* student portal allows students to better plan academic choices and monitor their academic program completion progress, manage their student account and pay tuition/fees online, send/receive e-correspondence to/from faculty/staff, real-time access to available information for completing course requirements and participation in course dialog among peers delivered by synchronous technology.

Alumni (students who have graduated from an academic program) continue to benefit from [www.sycamorecampus.com](http://www.sycamorecampus.com) by logging in and accessing and/or ordering transcripts, as well as being able to enter the student only portion of the library to research Islamic material.

Upon acceptance, each applicant and matriculating student receive access to the learning management system and is issued a login ID and password. Access to the learning management is through the following website: <https://app.sycamorecampus.com/> The password may be changed by the student. College-wide announcements and reminders are e-published via student emails and the learning management system. The Student Services & Development Office manages learning management system access; all other system support areas are managed by assigned personnel for educational and technology support. Academic functions are managed by Student Services and designated personnel. All areas of Sycamore Campus are evaluated through assessments administered by the Administrator for Institutional Effectiveness.

**PUBLIC DISCLOSURE**

**VOCATIONAL PLANS AFTER GRADUATION**

Plans to be active in Islam after graduation	75%
Plans to be active in a vocation related to my education at Guidance College within 2 years	55%
Plans to seek advanced education at Guidance College	45%
Plans to seek Bachelor's	65%
Plans to seek Master's Degree	35%

**COMPLETION RATES PER ACADEMIC PROGRAMS**

Associate of Arts	4.0 years
Bachelor of Arts	3.2 years
Master's Certificates	3.8 years
Master's Graduate Degree	3.7 years

**RELATED VOCATIONAL RATE EMPLOYMENT**

**2015-2019 GRADUATING CLASSES**

All Credit Programs - 42.8%

## Religious Exemption and Complaint

Degree programs of study offered by [Name of Institution] have been declared exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

### Subtitle Complaints:

Students wishing to file a complaint should first bring the complaint to the professor. If the complaint is not resolved or the student's complaint involves the professor, then the student should contact the Chief of Student Services by sending an email to [admissions@guidancecollege.org](mailto:admissions@guidancecollege.org) identifying the nature of the complaint. Additionally, students may choose to fill out the complaint form by following these steps: <https://www.guidancecollege.org/complaint-form>

North Carolina Complaint -For students who reside in North Carolina, please see the following: The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form>.

For more information contact:  
North Carolina Post-Secondary Education Complaints  
223 S. West Street, Suite 1800  
Raleigh, NC 27603  
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:

Consumer Protection Division  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC

# ENROLLMENT INFORMATION

### **ENROLLMENT MANAGEMENT PHILOSOPHY**

Guidance College's academic programs meet the needs of today's technologically driven society for traditional and adult learner students. All courses are offered via online using synchronous teaching; however, Guidance does accept transfer courses as explained under Transfer Credit in this Catalog.

In keeping with its mission and vision, Guidance College seeks to recruit, admit, and retain undergraduate and graduate students who are qualified to enroll at GC according to the criteria published in the Catalog, on the website, literature, and in application materials.

Stated goals and admission records are explored with the applicant and prayerfully followed in order to match the academic program and course load best suited for advising the applicant at the proposed time of entrance. Guidance admission process may include meeting with admission's personnel or other personnel and any additional documentation along with the considerations mentioned above.

Continued matriculation requires that an admitted student complete the full admission process within their first semester after entering GC provisionally or another one of GC's acceptance statuses described in the Catalog (i.e. probation and conditional).

Guidance practices open enrollment. This includes people who are not seeking to serve Allah through vocational service, but want to explore or refresh or deepen their knowledge of God's revelation in the Qur'an, desire to learn from an instructor in a general education course taught with a distinctive Islamic emphasis, or sharpen service skills through professional studies.

Guidance College's academic year begins in the fall, although GC seeks to admit students throughout the year with published dates for completing application materials.

### **LITERATURE**

GC makes literature available about its academic programs and support services in various venues for recruitment. These are available on the College website, [www.guidancecolleg.org](http://www.guidancecolleg.org). (See **Application Decision Making Process**.)

### **STUDENT RETENTION**

GC believes that student retention is not solely dependent on quality curriculum and instruction but is a fundamental college-wide responsibility embedded in the institutional culture emerging from the mission.

The Vice President for Student Services & Development facilitates college-wide retention initiatives. Retention strategy begins with Guidance's energetic recruitment contact personnel and tailored admissions process guided by person-to-person management.

Faculty contact before and after class and advisory mentoring is vital to the retention effort. Assessments such as the student satisfaction and graduation survey and course evaluations further inform the assessment/improvement factor in retention throughout the annual planning cycle.



### **APPLICATION FOR ADMISSION**

The GC admission application process includes focused areas for evaluating an applicant by their stated intent for studying at GC, historic academic records (e.g. transcripts), statement of faith, cleric endorsement, and recommendations. Applicants are also asked about their active involvement in religious services and/or seeking membership. All applicants are evaluated through these required, published admission standards.

All academic transcripts and recommendations must be official and sealed. All decisions for acceptance or rejection are finalized by the Admissions Office, which includes clearance from the Business Office for financial transactions. All admissions official documents remain the property of Guidance College and cannot be used for any other purposes.

Briefly stated, an applicant must begin the process by completing the application form available online along with a non-refundable application fee and continue submitting remaining admissions documents: [www.guicancecollege.org](http://www.guicancecollege.org) > About Us > Downloads > Application for Admissions.

The fee to apply is \$50. The applicant must complete all admission materials and requirements requested by the Admissions Office. Additional information and requirements governing admission decisions are discussed below and throughout the Enrollment Information section in this Catalog.

### **APPLICATION DOCUMENTATION (PACKET MATERIALS)**

#### **STATEMENT OF FAITH AND EXPECTATIONS**

All applicants must write (in essay form – introduction, discussion, and conclusion) about their faith experience, expectations of GC, vocational plans, and how they believe GC's religious instruction and academic programs will enable them to accomplish these goals. Applicants are expected to write candidly.

Because writing is extremely integrated in the education process the applicant's response will be used not only consider their spiritual journey, but to gauge their level of writing as well. Spiritual setbacks and triumphs can be included along with expectations for how Islamic higher education through GC can contribute to God's leadership in their life. This essay can be sent by the applicant directly to the Admissions Office.

#### **REQUEST FOR PERSONAL REFERENCES**

Applicants must submit at least two recommendations (name and contact information) attesting to the applicant's suitability for study at Guidance College. The student's submitted reference contacts will be directed to complete an online form that is confidential, not shared with the student, and follows FERPA standards for student information within the College. This form must be submitted by persons other than the applicant's family, preferably a religious leader, or a former teacher or employer.

#### **TRANSCRIPTS AND OTHER ACADEMIC DOCUMENTS**

Applicants with prior college and seeking a degree must provide official transcripts and other documents not only for GC records, but also for accurately transcribing the maximum amount of transfer credit, which in turn assists with advising to determine the most manageable academic program plan.

# ENROLLMENT SUITABILITY

## ADMISSION STANDARDS

### SOCIAL REQUIREMENTS

Studying in a higher education community requires a desire from students to work cooperatively with the College and act responsibly in all relationships. Like any community, certain standards are necessary. The *GC Student Development Handbook* contains information about the student's relationships and general conduct. A teachable spirit, prayerful heart, healthy attitude, and reasonable responsiveness are expected from every student.

### PHYSICAL AND LEARNING REQUIREMENTS

As part of the admissions process, GC evaluates its ability to accommodate applicants with medical emergency alert needs and those with physical or learning disabilities. Applicants needing assistance in these matters are required to present current evidence of a medical alert need or disability with professional documentation from physicians, psychologists, or other licensed professionals knowledgeable about their condition. After administrative review, the Admissions Office will advise the applicant about GC's ability to accommodate their situation. In some cases, an applicant may be referred to another institution better able to assist with the applicant's accommodation need, while in other cases advice is given to the applicant about limitations at GC with potential outcomes.

### ACADEMIC ENTRANCE REQUIREMENTS

Gaining an education involves standards and measured progress to attain a goal, be it knowledge or earning an academic credential. The GC Catalog provides the information essential for this success. Again, a teachable spirit, healthy attitude, prayerful heart, and reasonable responsiveness are expected of every student.

The minimum academic requirement is graduation from a public or private high school, completion of a GED (General Equivalency Diploma). If in the case of a home school program 15 hours of course credit taken at the post-secondary level with a "C" or better average is required for full acceptance. An official transcript showing courses taken, grades received, and the applicant's graduation date is required for continued matriculation.

Applicants who have not maintained acceptable grades during high school or at other post-secondary institutions may be admitted on academic probation. In addition, second degree applicants must provide a transcript from the institution where their degree was earned.

#### *Non-Discrimination Admission*

Guidance College is discriminatory in the admission process in that it only admits applicants who evidence a desire to study at a post-secondary level within GC's mission and philosophy of education. GC does not discriminate based on gender, age, race, color, national or ethnic origin, or in the administration of its admission and graduation requirements. GC does advise applicants about its ability to accommodate medical alert, physical, and learning disabilities.

## APPLICATION DECISION MAKING PROCESS

The process for becoming a student at GC generally follows this process.

- Learn about GC's academic programs and courses in this Catalog (or other valid sources) and pray about which academic program God is leading you to apply toward.
- Inquire about specific information on the programs of interest by going to [www.guidancecollege.org](http://www.guidancecollege.org), clicking the link "Request Info". Complete the information on the form. Note: An active email address is required for all inquiries.
- Once the Request for Info has been submitted, an admissions specialist will contact you to advise and assist with completing the appropriate application through our person-to-person application management process. At any point feel free to contact an admissions specialist or Admissions Office if you have any questions about the process (972.224.5481). E-mail questions: [admissions@guidancecollege.org](mailto:admissions@guidancecollege.org).
- The Admissions Office keeps track of admission documents requested from the applicant e.g. official transcripts and from persons recommending the applicant. Recommendations should be returned in a sealed envelope from the person making the recommendation; are kept confidential and should not be viewed by the applicant or representatives.
- Applications received will be processed and reviewed by Admissions. Then, Student Services and Chief Academic Administrator will review the application and decide admissions qualification.
- An applicant who has been accepted as a student will be notified by letter via email. They must then secure an enrollment seat for the semester applying. To secure a seat, the student must pay for a minimum of one class in the program they have been admitted.
- It is the applicant's responsibility to make sure all financial obligations are paid and required information is accurate. GC will not process an applicant's request for admission until, at minimum; the application and statement of faith are received.

## ACCEPTANCE STATUSES

Students admitted to GC will receive a letter via email notifying them of their acceptance with one of the following acceptance statuses.

### Full Acceptance

The applicant has submitted all documentation necessary and meets all admission requirements.

### Provisional Acceptance

The applicant has submitted enough documentation necessary to grant registration for courses in the upcoming term and must complete all other required documentation in a timely manner for continued matriculation leading to Full Acceptance status.

## **ORIENTATION**

Prior to the beginning days of the fall spring and summer terms new student orientation is given. During orientation new students are introduced to Sycamore Campus, the Guidance College Learning Management System. How to access classes, upload homework, find the syllabus and understand classroom and homework expectations are explained during Student Orientation.

Orientation is required for all new students. Orientation helps students build new relationships, gain information about the school's expectations, and ease into the GC institutional culture and learning community.

## **ENTRANCE ASSESSMENTS**

All undergraduate students who have not previously successfully completed thirty hours of undergraduate work must take an English language usage skills assessment. Students should be prepared to take this assessment within the first two weeks of their initial semester.

## **APPLICANT CATEGORIES & PROCESSES**

### **TRANSFER APPLICANTS**

Transfer applicants from other post-secondary institutions are welcome and must follow normal application processes prescribed by the Admissions Office. Transfer applicants are individuals who have been enrolled at other post-secondary institutions and are now seeking to complete an academic program at GC. Applicants must request sealed official transcripts from each post-secondary institution attended—sent directly to the GC Registrar's Office. If a transfer applicant does not have an incoming cumulative grade point average (CGPA) of at least 2.0, the applicant is normally placed on academic probation and must show improvement based on the standards of progress published in the academic information section of this catalog.

### **TRANSFER CREDIT DECISIONS COURSE-TO-COURSE**

Transfer credit may be given for courses from other institutions with demonstrated quality, comparability, appropriateness, and applicability to those of GC. Courses with grades below C (or a grade-point below 2.0) are not transferable. Transfer credits do not affect the student's CGPA earned at GC. Guidance makes transfer decisions appropriate with its mission and philosophy of education and uses the Higher Education Transfer Alliance (HETA) as a resource with its stated criteria for general education courses (<https://www.chea.org/HETA>).

Besides this, transfer decisions at Guidance are not always made solely on the source of accreditation, institution, or academic program.

Applicants coming to Guidance College from non-accredited schools may transfer in reviewed course credit toward general education/Islamic studies or other degree plan course requirements at GC depending on program requirements. Transfer decisions will be made on a case-by-case basis and normally require a review of submitted course descriptions and/or course syllabi. Guidance College will only consider approving credit for courses with letter grades, which must be "C" or higher. "Pass/fail," "satisfactory/unsatisfactory," or other grade types are not transferable to GC.

### **TRANSFER CREDIT DECISIONS DEGREE EQUIVALENCY**

Transfer credit may be given for degree equivalency (undergraduate for entrance into a graduate academic) requirement from other institutions with demonstrated quality, comparability, appropriateness, and applicability of GC. In some cases, regarding transfer credit from unaccredited colleges, course leveling work may be required for full acceptance into a graduate program of study. Leveling work requirements are administered through challenge exam administration. Challenge exams are prepared by GC faculty based on academic rigor and requirements taught in GC's curriculum. The applicant must receive a satisfactory grade before equivalency is granted for the leveling course(s) in question.

Challenge exams cannot be repeated. A student who makes an unsatisfactory grade must then take a prescribed undergraduate course(s) before full acceptance is given and graduate courses started.

## UNDERSTANDING STUDENT ACADEMIC RELATIONSHIPS @ GC

ADMISSION TYPE	ACCEPTANCE STATUS	ACADEMIC STATUS	ACADEMIC PROGRESS	ACADEMIC LOAD
New	Full Acceptance	Degree Seeking	Matriculating or	Full Time 12 Hrs. BA
Readmit	Provisional Acceptance	Non-degree Seeking	Continuing	9 Hrs. MA
Transfer	Conditional Acceptance	Certificate	Good Standing	Part Time <12 Hrs. BA
Transient	Probational Acceptance	Audit-Only	Stop-Out (More than three semesters)	<9 Hrs. MA
		Sit-In/Listener		Non-Credit

### ADMISSION TYPE

**New Student** – No previous academic history at GC or Completed BA – Starting MA

**Readmit** – Previous academic history at GC, not taken classes for more than three semesters

**Transfer** – Ending academic work at another institution, starting GC/possibly transferring official transcribed credit

**Transient** – Enrolled at another institution, taking a class(es) at GC, no transfer credit

### ACCEPTANCE TYPE

**Full Acceptance** – The applicant has submitted all documentation necessary and meets all admission requirements.

**Provisional Acceptance** – The applicant has submitted enough documentation necessary to grant registration for courses in the upcoming term and must complete all other required documentation in a timely manner for continued matriculation leading to Full Acceptance status.

**Probational Acceptance** – The applicant’s prior academic work is not acceptable for transfer and consequently must comply with the standards of progress for continued matriculation in the Academic Information section of the Catalog. Academic limitations may also be enforced (such as the number of courses initially attempted at entrance) to encourage student success.

**Conditional Acceptance** – The applicant’s demeanor or life situation is in transition and in the process for positive spiritual growth. Academic and Student Life limitations may also be enforced (such as the number of courses initially attempted at entrance or accountability counseling) to encourage student success at every level.

## ACADEMIC CREDIT ALTERNATIVES

Guidance recognizes and awards alternative academic credit toward academic program completion for new, transfer, and matriculating students. No more than 25% of the student’s total hours from the sources below can apply toward the total number of required academic program hours.

## GENERAL EDUCATION COURSES

### COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

GC accepts College Level Examination Program (CLEP) credit as administered by the College Board. College credit will be given for *subject* exams only, and only for those subjects that are comparable to SBIC courses required in a student’s degree plan. Acceptable scores and related course credit granted vary with each exam.

Before taking a CLEP exam, the student needs to complete a CLEP for transfer credit form prior to taking a CLEP exam. Forms are available online and must be approved by the Chief Student Development & Services and Institutional

Effectiveness Administrators. Official CLEP transcripts from the College Board are the only documentation acceptable for granting transcribed transfer credit to matriculating students. CLEP credit noted on official transcript. Information about CLEP can be obtained by email request from the IE Office.

### ADVANCED PLACEMENT EXAMS (AP CREDIT)

GC grants general education credit for Advance Placement (AP) if the credit is validated by the appropriate AP exam administered using College Board materials. Acceptable scores may vary. Normally a 4 or 5 score range is only accepted AP credit. The student should request that the College Board send scores directly to the GC Student Development & Services Office for evaluation. AP tests must be completed prior to first semester matriculation at GC and must be applicable to the student's degree plan.

### CHALLENGE EXAMS (CREDIT BY EXAM)

Guidance offers a limited number of challenge exams for designated courses at the undergraduate level only. Challenge exams not applicable for general education course credit because Challenge Exams allow a student to demonstrate mastery of learning outcomes expected for student taking the regular classroom course in the religious studies area of the BA curriculum.

Challenge exams include both an oral and written exam. A student must pass both for Challenge Exam transcribed credit to be granted. Challenge exams cannot be taken for the student currently enrolled in the course or who has previously received a failing grade for the course taken at GC covering the Challenge Exam content.

Challenge exams may only be taken once for credit toward a designated course required in the curriculum and student's degree program. The student must begin the process by requesting in writing their reasons and expectations for gaining approval to take a Challenge Exam. A fee of \$50 is required along with tuition per credit hour charged if the student successfully completes the examination.

The advantage to the student is mainly in expediting the time required for earning credit toward graduation. An 80% or better score on both the oral and written exam is considered the starting point for evaluating the decision to grant earned course credit through a Challenge Exam, which in turn fulfills academic program plan requirements for which the student is enrolled. Challenge Exam follow these protocols.

1. Only 100-200 level courses are allowable for Challenge Exam credit. The only exceptions are for Quran Memorization courses at the 300 level and the final course for Arabic language studies, ASL 303.
2. Exams cover the whole course and learning outcomes expectations for a student who successfully passes the classroom course. Students contemplating taking a challenge exam can gain a course overview via the College's website under the Academics tab.
3. Both an oral exam and final exam are required gain academic credit for testing out of a course. Oral and Final exams are taken at agreed on times. Final exams are closed book and on camera.
4. If the oral exam is not passed the final exam will not be given. The Challenge Exam process is ended at this point.
5. Tuition to test out of course is the same as tuition for a live course or directed study course. The \$50 fee is separate from tuition per credit hour costs. The \$50 challenge exam fee is non-refundable.

Other notes about testing out:

- NO notes, books, internet, technological devices, or supplementary aids can be used during the test
- Please be in a quiet space where no distractions can occur
- Questions will be displayed on the screen; You are only allowed to have 1 blank word document open to type in your answers
- NO assistance can be given outside of having question(s) read or restated aloud if you have difficulty understanding
- NO breaks are allowed
- Student will have **2 hours** to complete the exam Time checks will be given.

## Credit by Exam Policy

1. Credit by Exam is not allowed for those enrolled in the Master's program.
2. The whole course will be tested
3. Both an oral exam and final exam will be given to test out of a course.
4. Passing grade is C or a above.
5. With the exception of Quran Memorization courses at the 300 level and ASL 303; 300 and 400 level courses cannot be tested out of. QUR 323 cannot be tested out of.
6. Final exams will be closed book and on camera
7. Only 100 and 200 level courses will be allowed to be tested out of in order to achieve a credit for a course in which only an oral and final exam are given.
8. Tuition to test out of course is the same as tuition for a live course or directed study course.
9. If the final exam is not passed the oral exam will not be given.

## CORRESPONDENCE TRANSFER CREDIT

GC does not offer correspondence courses. Transfer credit from correspondence courses taken at other schools is limited and must meet regular instruction rigor from courses taken in the classroom. All potential correspondence courses for transfer credit must have a syllabus for evaluation and be taught by an instructor with recognized academic teaching credentials earned at a school recognized by USDE or CHEA. No more than 9 hours are transferable via correspondence courses.

**NOTE:** Check the Academic Programs section of the Catalog for the maximum allowable amount of transfer credit per academic program and types of courses acceptable for course equivalent transfer.

## AUDIT-NON-DEGREE APPLICANTS

Audit and Non-Degree students, although fully recognized and integrated as part of the student body, are awarded no programmatic credentials. Audit/Non-Degree students are offered the opportunity to take courses primarily for personal reasons—such as more in- depth study and interaction at a post-secondary level or to increase applicable biblical knowledge.

## INTERNATIONAL APPLICANTS

Guidance College admits students from Canada, Australia, the United Kingdom, as well as those who are legally residing in the United States. Students with international transcripts must have them evaluated by one of the following evaluation companies:

1. [Foreign Credentials Service of America \(FCSA\)](#)
2. [The American Association of Collegiate Registrars & Admissions Officers \(AACRAO\)](#)
3. [Association of International Credentials Evaluators \(AICE\)](#)

Please see link for more information: <https://www.guidancecollege.org/admissions/apply-now>

## HOME-SCHOOLED APPLICANTS

Guidance College welcomes home-schooled applicants who meet admission requirements. Typically, an interview with admissions personnel and scores from standardized tests such as the ACT or SAT are used to help assess readiness for college- level academic work.

Home-schooled applicants entering GC for the first time or having completed fewer than 15 hours of post-secondary work, should also provide a transcript or detailed description of curriculum, and must give evidence of subject preparation from



a private or public institution equivalent to that of a high school graduate.

### **VETERANS APPLICANTS**

Guidance College is not an approved Title IV educational institution. The College does provide a scholarship of 20% off of tuition expenses for applicants who can provide a DD-214.

### **LEARNING RESOURCES**

The veteran student who has trouble in a course should contact their instructor as early in the semester as possible. If the instructor believes that tutorial assistance will benefit the student, then recommendations will be made for suitable assistance supporting course learning. The Admissions Office does not have paid tutors, nor is reimbursement offered to Veterans from GC for outside tutoring services or refresher materials. Engaging a tutor is the student's responsibility.

## **REGISTRATION PROCESS FOR COURSES**

Registration for classes recurs on Fall, Spring, and Summer semesters. Registration is facilitated through Sycamore campus. This approach helps with scheduling, class accommodations, and semester planning.

**CREDIT HOUR DEFINITION:** A semester credit hour represents a minimum of 50 minutes of in class instruction per week for 15 in-class weeks (a reading week is included in calculations for out-of-class work), supplemented by two hours of preparation/out of class work for each hour of instruction for the average student; or the equivalent amount of time (37.5 hours) of instructor designated learning activities. This ratio is adjusted for independent and direct study courses, although the total activity hours per credit hour remains the same.



# DUAL CREDIT ENROLLMENT

## **DUAL ENROLLMENT APPLICATION PROCESS**

1. Submit application-with Photo, ID and Transcript- The fee is \$50.00
2. Create Sycamore Account
3. Receive admissions letter
4. Register for Course-\$15.00
5. Once student is registered for a course, they will have access to Sycamore
6. Attend Student Orientation
7. Begin Semester



# Dual Credit Application Admission Form

Name \*

First Name

Last Name

Address \*

Street Address

Street Address Line 2

City

State / Province

Postal / Zip Code

Phone Number \*

Please enter a valid phone number.

Birth Date \*

Month

Day

Year

Email \*

example@example.com

# Guidance College Catalog

Name of High School \*

Grade Level \*

High School ID number \*

GPA \*

Graduation Year \*

Is this your first time taking a dual credit class? \*

- Yes
- No

Please choose the semester you will be enrolling. \*

Name of high school official or counselor

First Name

Last Name

Email of high school official or counselor

example@example.com

Phone Number of high school official or counselor

Please enter a valid phone number.

**High school official or counselor must complete the statement below.**

I First Name \* Last Name \* certify this student, First Name \*  
Last Name \* is eligible to take dual credit courses at Guidance College.

**STUDENTS MUST AGREE TO ALL COMMENT STATEMENTS BELOW**  
**I will make a commitment to my academic success and myself:**

TO ATTEND CLASS: \* I understand the importance of attending classes regularly, to be on time and stay until the end of class. \* I understand that I must follow the academic calendar specified by the college. This includes the start and end dates of the semester, holidays and exam dates. \*

Agree

TO PARTICIPATE: \* I commit to actively participate in class as this is very important to my learning experience and to my classmates. \* I understand that I must respect others and avoid cell phone use or other disruptive behaviors. \* I will actively use my GC email and Sycamore account regularly to communicate with college personnel. \*

Agree

TO PREPARE FOR CLASS AND STUDY: \* I will ensure that I read the course syllabus, I am prepared with all study materials and study independently to get ready for each class as required for the class. \* I will complete all assignments on time, demonstrate organization, time management, a strong work ethic and a willingness to learn. \* I also understand that my classes may require several hours of independent studying per week. \*

Agree

TO BE SUCCESSFUL: \* I will go to the instructor with any questions or concerns about the class to ensure my success in class and to follow college policy. \* I will use other campus resources, such as the E-Library (<https://www.guidancecollege.org/e-library-b>), to support my studies. \* I understand that plagiarism and cheating are unethical and will submit work that is properly documented and solely mine. I will follow GC policy. \*

Agree

· TO BE POSITIVE: \* I understand that I will be in a college environment where the class rigor may challenge me; I will remain positive and understand that this is a necessary part of learning. \* I commit to strive to embrace difficulty with optimism. \*

Agree

I understand that I can only succeed through hard work and will take the initiative in my education. Because I want to succeed in this program, I will apply the above commitment as the support to my success. I understand that the ultimate responsibility for succeeding is in my control. I 100% commit. \*

Agree

## LEGAL DISCLAIMER

The typing of my name is the equivalent of the signing of my name and constitutes an agreement of enrollment between, the student, the parent, and Guidance College. \*

Agree

Student Signature \*


Parent Signature \*

Date \*


 

Date

Attach High School Transcript \*


  
**Browse Files**  
Drag and drop files here

Attach your ID issued by your high school or a government issued ID \*



**Browse Files**  
Drag and drop files here

Attach a wallet size picture of yourself. \*



**Browse Files**  
Drag and drop files here

Application Fee \*

<input checked="" type="checkbox"/>	Application Fee	\$50.00
-------------------------------------	-----------------	---------

Enter coupon

<input type="text" value="Enter Coupon Code"/>	<input type="button" value="Apply"/>
--	--------------------------------------

**Total**     **\$50.00**


### Credit Card

<input type="text"/>	<input type="text"/>
First Name	Last Name
<input type="text"/>	<input type="text"/>
Credit Card Number	Security Code
<input type="text" value=""/>	<input type="text" value=""/>
Expiration Month	Expiration Year

### Billing Address

<input type="text"/>
Street Address
<input type="text"/>
Street Address Line 2



<input type="text"/>	<input type="text"/>
City	State / Province
<input type="text"/>	Please Select 
Postal / Zip Code	Country

**Guidance College Student Sycamore account. \*Your application will not be complete without completing this step. Click the link below and create a Sycamore account**

Click on the circle and then click on the link to start creating a Sycamore account. \*

[https://app.sycamorecampus.com/e\\_apply.php?cid=1106](https://app.sycamorecampus.com/e_apply.php?cid=1106)

Submit



## **DISTANCE EDUCATION VOCABULARY**

### **DIGITAL LEARNING POLICY**

A policy directing and supporting the digital technologies components for delivery of the curriculum through differing modalities, whether campus or all online modalities.

### **DIRECT INSTRUCTION**

Professorial instruction using relevant content that is structured, sequenced, and led by professor by way of lecture, demonstration/presentation, interactive response, review, or testing. The professor is directing instruction.

### **GUIDED INSTRUCTION**

Guided instruction is a time for the teacher to provide a task for students to complete individually or in groups. As the groups work individually or together to complete a timed task, the teacher's presence in the class session can be static or removed. The professor gives instruction and the students individual/collective response as the professor guides the process.

### **CREDIT HOUR**

A credit hour is an amount of work represented through professorial instruction with intended learning outcomes that are verified by evidence of student achievement.

Credit hour applies to face-to-face instruction, hybrid, distance education modalities, hybrid, internships, and other practica work leading to the award of credit hours.

Traditionally, **each credit hour** [academic rigor time] corresponds to 50 minutes per week of classroom instruction (direct and guided instruction [all modalities]) with 100 minutes of out of class work per week for a typical 15/16 week semester, or through an equivalent amount of work over a different amount of time such as is common for internships or research projects.

Correspondingly, professors of 3 credit online courses (campus and online) are expected to provide "direct and indirect instruction" for 150 minutes per week (37.5 hrs. per fifteen-week semester). For "out of class student work," instructors are expected to give homework assignments that will take a minimum 300 minutes per week (5 hours per week, that is, 75 hours per for a 15/16 week semester).

## **TAKING COURSES AT OTHER SCHOOLS WHILE ENROLLED AT GC**

GC is an online school, the majority of its students are working adults. In order to facilitate scheduling needs, GC permits students to take general education courses and transfers credit earned through area county community college districts.

### **ONLINE COURSES**

Guidance College's courses are offered online using synchronous delivery. Online students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Student ID is verified when a student takes an online course. See Student ID Verification in the Academic Information section of this Catalog.

Participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obligated to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning

objectives and whether participation affect course grades. See Attendance Requirements in the Academic Information section of this Catalog. Professors apprise students of such information in the course syllabus.

### **DIRECTED STUDY POLICY**

#### **ELIGIBILITY FOR DIRECTED STUDY**

Courses are normally offered for Directed Study when the College is not able to offer course(s) in a semester needed for the student to continue their program studies. It is preferable that students have successfully completed 50% of the BAIS or MAIS program to enroll in a Directed Study course.

Core courses cannot be taken as Directed Study\*. Students are normally limited to one Directed Study per semester. However, upon the discretion of the Chief Academic Administrator, a student may take two courses per semester of Directed Study should there be documented extenuating circumstances.

There may be certain courses that are not applicable using a Directed Study format, for example, language courses. The Chief Academic Administrator will review each Academic Request Form for Directed Study on a case-by-case basis to determine applicability and requirements for successfully completing a Directed Study course.

Students must complete an Academic Request Form for Directed Study in Sycamore Campus prior to enrolling in Directed Study and be in good academic standing with at least a 3.0 CGPA.

Directed Study for a course that is being offered concurrently for the semester will not be approved.

Directed Studies cannot be taken when the student has not met prerequisite course(s). Students are not permitted to do a Directed Study of a course that has previously been failed.

All Directed Study courses must first be approved by the instructor and academic administration prior to the student enrolling in the course.

#### **DIRECTED STUDY COMPLETION**

Each Directed Study course will follow the syllabus which includes written learning outcomes and assignments for completing the course. Directed Study Course work includes every unit that would be expected in a synchronistic class. This includes: all homework, reading assignments, ancillary virtual video assignments, midterm, final, research paper, and oral final.

Directed Study courses must be completed by the end of that semester.

No Incomplete Grades are granted for Directed Study courses. Directed Study can only be taken during the Fall, Summer, and Spring semesters.

In addition to these initial qualifications, students are not permitted to take courses by Directed Study when they are on student development disciplinary warning or probation, or have unsettled financial matters with the College, or have not been granted full acceptance by way of an Acceptance Letter.

#### **PAYMENT AND REQUEST FOR DIRECTED STUDY**

Tuition fees for Directed Study courses are the same as they are for synchronistic classes. Veteran students must have VA approval before enrolling in a Directed Study course.

Students may request Directed Study by logging into Sycamore Campus: <https://app.sycamorecampus.com/>

\*Core Courses are as follows on the next page

## **REPEATING COURSES**

Only courses for which the student received a grade of “D” or lower can be repeated at Guidance College. After a student successfully passes a repeat course, all former attempts are kept on the transcript and replaced with a “RC” grade (repeated course), which does not calculate into the GPA or CGPA. When a course is retaken for credit, only the final grade is calculated in the student’s cumulative grade point average (CGPA). Audited courses may be taken in full for credit later as a regular course (not Directed Study) with new tuition and fees cost.

### **Semester Registration Policy**

1. Only returning students may register during the first week of the semester.
2. External Stakeholders i.e. high schools can apply no later than 30 days prior to the start of the pending semester.
3. Once external stakeholders are admitted the last day to register, is the first day of the semester.

# **FINANCIAL INFORMATION**

## BUSINESS OFFICE

The Guidance College Business Office is open to students during posted times below. The direct contact phone number for the Business Office is 713-231-3791 and e-mail is [info@guidancecollege.org](mailto:info@guidancecollege.org) Exceptions can be made through pre-arranged appointments only. Please plan to do your business prior to class start times because official enrollment must be prior to the start of the first class.

Students are required to pay accounts on time. No student will be permitted to take oral or written exams until arrangements have been made to pay all outstanding tuition and fees. Access to class and course material through the *Sycamore.com* portal will be suspended and no transcripts or grades will be issued until all outstanding tuition and fees are paid.



## TUITION AND FEES SCHEDULE

Guidance's tuition rates are intended to be very affordable. At this point in time Guidance College does not participate in Title IV funding. Rates are based on academic requirements and limitations published in the information sections of this Catalog for Enrollment and Academic areas.

### TUITION

Tuition costs are based on credit hour bases.

Undergraduate tuition cost per credit hour	\$75.00
Graduate tuition cost per credit hour	\$125.00
Tuition to Audit a course	per credit

### FEES

The list of fees is below and includes some one-time fees and some per semester fees. All fees are non-refundable and non-transferable.

Application for Admission Fee – onetime fee	\$ 50.00
Official Transcript	\$ 25.00 (each)
Replacement Degree	\$ 50.00

## PAYMENT FOR TUITION AND FEES

### METHOD OF PAYMENT AND PAYMENT SCHEDULE

#### Payment Methods

Guidance College accepts the following methods of payments:

Check Electronic Payments

All non-refundable fees are due immediately upon initial registration or enrollment as applicable and prior to semester start. Guidance College accepts an installment payment plan for "Tuition Fees" only. The installment plan is an interest free.

### INSTALLMENT PLAN

The College supports an installment plan to pay tuition. In case the paid installments towards tuition are less than the eligible refund, the student will be obligated to pay the rest of the tuition fees. If the student drops a class between the 3rd week and the 5th week, 1/3 of the tuition is due. After the beginning of the 6th week, the full amount is due.

### END OF SEMESTER DELINQUENT ACCOUNTS

Students are required to pay accounts on time. A student with a delinquent account will receive a written notice stating the delinquency with a copy of the published policy. An opportunity to bring the account current will be included in the written notice. The student will be permitted to take oral or written exams. **An incomplete grade "I" is not applicable for nonpayment of a student's account according to scheduled payments.** When an account continues to be delinquent past the close of the semester, the student's access to the Sycamore portal will be suspended, and student will not receive a final course grade or be permitted to register for future semesters until the delinquency is paid in full. Any further registration costs must be paid in full at the at the time of registration.

## FINANCIAL AID

**SCHOLARSHIPS** – <https://www.guidancecollege.org/admissions/scholarships>

### Academic Excellence Scholarship

Only one Academic Excellence Scholarship will be issued per semester-First come first served

To apply:

- A. Must be a degree seeking student
- B. Must be enrolled in GC for more than one semester—continuously
- C. Must have a 3.75 GPA
- D. May not have any Incompletes

To maintain Academic Excellence Scholarship

- E. Must be continuously enrolled no semesters may be skipped
- F. Must be enrolled in at least two courses per semester. **Note:** Applicant may petition to enroll in a single course contingent upon student schedule and commitment ability.
- G. Failure to maintain requirements will result in one semester suspension, students will then have to pay for the semester. Student will have to reapply for the scholarship-one per semester then goes into effect.

• Note: Taking a semester break will result in the loss of scholarship and students will then need to reapply.

### Income Based Scholarship

The Income Based Scholarship is issued per semester based on funding

- A. Must be a degree seeking student
- B. Must be enrolled in GC for more than one semester—continuously
- C. Must have a 3.00 GPA
- D. May not have any Incompletes
- E. Must be continuously enrolled-no semesters may be skipped
- F. Must provide previous year's tax return

To maintain an Income Based Scholarship

G. Must be enrolled in at least two courses per semester. **Note:** Applicant may petition to enroll in a single course contingent upon student schedule and commitment ability.

H. Must maintain a 3.00 GPA

Failure to maintain requirements will result in one semester suspension, students will then have to pay for the semester. Student will have to reapply for the scholarship-one per semester then goes into effect.

Note: Taking a semester break will result in the loss of scholarship and students will then need to reapply

### Revised February 2021

I. Failure to maintain requirements will result in one semester suspension, students will then have to pay for the semester. Student will have to reapply for the scholarship-one per semester then goes into effect.

Current Students will be given the Summer Semester to show proof of compliance

• Note: Students may apply to skip the Summer Semester when there are work, family or other commitments that require a summer break.

## VETERANS SCHOLARSHIP

Guidance College welcomes active-duty military members and veterans. Active-duty military members and veterans – upon presentation of their DD214– will receive tuition discount of 20% and the waiver of the application fee. Please contact the financial aid office for further details [admissions@guidancecollege.org](mailto:admissions@guidancecollege.org)

## REFUND POLICY

The student has a right to a full refund of all tuition less the amount of the “Application for Admission” fee (this fee is referred to in this document as “non- refundable fee”). The student is entitled to a refund, if he or she cancels the course enrollment in writing within the first 2 weeks after the first day of the beginning of the semester. Eligible Refunded amount will be credit to the student’s account.

All tuition and fees paid by the student (less the non-refundable fees) shall be credited to the student within 30 days of the withdrawal or cancellation. The formal notice of cancellation may be e- mailed, mailed, faxed or delivered in person. If mailed, the postmark date is the effective date of cancellation or withdrawal.

If a student withdraws after the obligation-free period as noted previously, all tuition and fee payments, less non-refundable fees, shall be refunded on a pro rata basis (see following details).

### Full Refund

To be eligible for a full refund, a student must terminate enrollment by Sunday of the second week of the semester.

### **Pro Rata Refund**

A student may terminate enrollment at any time. A student who withdraws from Guidance College after the obligation-free period will receive refunds of already paid tuition for the course(s) not received (less non-refundable fees). The amount of the refund shall be determined in accordance with the following pro rata refund policy.

- Withdraw within the first 2 weeks of the semester: 100% of Paid Tuition Fees
- Withdraw between the 3<sup>rd</sup> week and the 5<sup>th</sup> week: 2/3 of Tuition (if paid in full)
- Withdraw after the start of the 6<sup>th</sup> week to the end of semester: No Refund



## **WITHDRAWAL NOTIFICATION**

The College will make any refunds, if applicable, due within 30 calendar days from the effective date of cancellation or withdrawal. For the purpose of determining the amount of refund due, the effective date of withdrawal is established as follows:

1. The date official notification of withdrawal is received by the Registrar in person
2. The postmark date of the written request for cancellation or withdrawal
3. The date of termination of student's enrollment by Guidance College.

All mail correspondence must be mailed to the official College address below.

*Guidance College*  
1902 Baker Road  
Katy, TX 77094

Electronic filing of cancellation or withdraw request should be emailed to [studentaffairs@guidancecollege.org](mailto:studentaffairs@guidancecollege.org)

## **TEXTBOOKS & OTHER RELATED EXPENSES FOR A COURSE**

Guidance College provides digital textbooks for all its courses. However, there may be courses for which the ability to provide a textbook in an online format is not available, therefore, students will have to purchase their textbook.

## **TOTAL COST OF THE PROGRAM**

A graduated student is expected to successfully complete the requirements as listed in Bachelor's Degree in Islamic Studies, Associate Degree in Islamic studies and all official college programs described in the Guidance College Catalog. The college catalog lists the number of credit hours required by the student to complete and therefore the total cost of these programs are calculated as follows:

*Program Cost = Total Credit Hours X Cost per Credit Hour + Additional Fees\**

*\*Additional Fees include, Application for Admission, Transcripts fees, Diploma fees.*

## **CHANGES TO FINANCIAL POLICIES – Disclaimer**

Guidance College reserves the right to change financial policies without notice including requiring additional fees. Guidance will make reasonable efforts to inform all affected constituencies about changes before going into effect.

# ACADEMIC INFORMATION

## CURRICULUM PHILOSOPHY

Understanding Guidance College’s curriculum philosophy is not only essential for student success, but also for assisting the student with their personal responsibility for completing their educational goals within the Institution’s directives in practice throughout the student’s matriculation and terminus graduation celebration. Guidance’s curriculum is intentionally structured within the context of the Quran. General Education is explained below.

## CORE COURSES

These are the minimum courses required for anyone receiving non-CEU credentials from this College.

Course Code	Course Title	Credit Hours
AQE101	Introduction to Islamic Creed	3
QUR101	Introduction to Quran and Its Sciences	3
QUR111	Quran Recitation and Memorization I	2
QUR112	Quran Recitation and Memorization II	2
QUR221	Analytical Interpretation of Quran I	3
HAD101	Introduction to Sunnah	3
HAD302	Hadeeth Sciences	3
HAD312	Legislative Hadeeth I	3
FIQ112	Fiqh of Worship I (Purification & Worship)	3
FIQ221	Fiqh of Transactions I	3
FIQ312	Fiqh of Worship II (Zakah, Fasting, Hajj, and Jihad)	3
FIQ332	Muslim Family Law II – Inheritance & Will	3
FIQ451	Principles of Fiqh I	3
FIQ461	Islamic Legal Maxims	3
ASL101	Basic Arabic	2
ASL102	Intermediate Arabic	2
ENG101	English Composition & Research Methodology	3
SOC402	Marriage Counseling & Mediation	3

## MATRICULATION

### CLASSIFICATION OF STUDENTS

#### BY ADMISSION STATUS

Freshmen	Completed less than 30 credit hours
Sophomores	Completed at least 30 and less than 59 credit hours
Juniors	Completed at least 60 and less than 89 credit hours and enrolled in the Bachelor of Arts program.
Seniors	Completed at least 90 credit hours and enrolled in a Bachelor level academic program.
Non-degree (For credit)	Not following a regular degree plan
Graduate or Master's	Entering with an earned Bachelor's degree or higher and pursuing a MA in Education or MA in Economics & Finance
Audit (no CREDIT)	Attending classes, but not earning academic credit applicable to any academic program

### STANDARDS OF ACADEMIC PROGRESS

A progress report (academic alert) is given to students who may be performing below a 2.0 grade level or failing in a course. Earning a CGPA below 2.0 jeopardizes the student's ability to receive financial assistance and may eventually prolong graduation. This written notification or academic alert is given to advise the student at mid-term so that there is opportunity to improve their GPA by the course end.

After notification, students are given the opportunity to meet with the course instructor. During the meeting students are advised about ways to improve their GPA in the course and meet learning outcomes.

Each student must also maintain a 2.0 CGPA at the close of each academic term. A lower cumulative grade point average (CGPA) prompts the need again for student notification. Notification follows this academic progression:

WARNING	First term with the term GPA or CGPA below 2.0.
PROBATION	Second and third term with the CGPA below 2.0.
SUSPENSION	After the third term with the CGPA below 2.0.
DISMISSAL	After four or more terms with the CGPA below 2.0.

Probation, suspension, and dismissal decisions are affirmed by faculty. Limited hours for unsatisfactory grade point averages below 2.0 and decisions involving academic integrity also affect a student's academic progress and status. Each student failing to meet these required GC standards will receive scheduled contact from the school for prayer and support. Final decisions regarding these matters are made by the Chief Academic Administrator. The goal of all GC instruction is to encourage our students to finish well what they start and live responsible lives for a lifetime of learning about the Quran.

## ACADEMIC PROGRAM COMPLETION

Academic program completion requirements are governed by the catalog year and term under which the student enters as well as academic administrative decisions at work during the current term. When a student does not attend Guidance College for three consecutive fall/spring terms, they may be placed under a new Catalog and academic program plan in effect at the time of readmission to GC. At this time, readmitted students are assessed for program completion with a current degree plan/graduation audit. The Chief Academic Administrator exercises final discretionary decision-making in these matters.

## ACADEMIC PROGRAM TIME COMPLETION

Guidance College sets time limits for students to complete an academic program. Differing time limits apply to the type of academic program the student is enrolled, whether Undergraduate Certificate, Bachelor of Arts, Graduate Certificate, or Master of Arts. Changing academic program emphasis does not necessarily alter time of completion limits because time limits are based on the completion of the degree type such as Bachelor of Arts and Master of Arts. Completion time starts with the first course the student is enrolled. A student must meet with expected standards of academic progress based on GPA and CGPA to complete within the expected degree completion time. Students receive an academic warning letter when they are not meeting standards of academic progress and when the student's degree completion pace shows that they may finish with the expected time for degree completion. Completion times are based on national averages for accredited institutions and the student course load type, part-time and full-time.

### Undergraduate Students

	<u>BA Degree</u>	<u>Certificate</u>
Full-Time	4 Years	2 Years
Part-Time	8 Years	4 Years

A part-time undergraduate student takes less than 12 credit hours per term, while a full-time student takes 12 or more credit hours per term.

### Graduate Students

	<u>MA Degree</u>	<u>Certificate</u>
Full-Time	2 Years	6 Years
Part-Time	4 Years	7 Years

### Extension of Completion Time

The CQAI committee grants completion time extensions based on the general criteria below. The granting of extension for completion is not guaranteed when a student exceeds time limits.

A request for an extension of time to complete degree requirements must be submitted in writing to the Graduate School and include the following:

A proposed Plan of work.

A timeline for completing the degree.

A letter of support from the Lead Professor for the academic program.

Statements documenting the extenuating circumstances that justify the request for a time extension.

### **ACADEMIC ADVISING**

Guidance offers academic advising so that students can receive advisement for completing their academic program. The Student Services & Development administrator coordinates advising procedures and academic requirements so that decisions can be made in a timely manner and are in sync with the Catalog governing the student's degree plan and graduation requirements.

Designated personnel assist with advising. Any changes or updates for student academic records are documented for approval using a program change form with appropriate signatures and dating from the student and school personnel.

### **ACADEMIC RECORDS**

Guidance practices guidelines for its student records consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), which gives students the right to know what type of information the Institute maintains about individual students, the right to ensure the accuracy of that information excepting non-confidential documents such as applicant recommendations, the right to know who has access to files of information and for what purposes, and the right to control to a significant extent the distribution of that information to third parties outside the institution. This policy extends to complaints and grievances, academic and student development records, and health and safety records.

See corresponding sections in this Catalog that expand practices for handling these matters pertaining to student records.

### **ACADEMIC RECORDS USE**

When a student applies at Guidance College, an official student records file is started with relevant admission materials that are managed by the Student Services & Development & Services Administrator. Necessary documents are added to the file, as they become available during the application process for new students. Readmit application materials are also managed in this way.

After matriculation begins, academic and student development records are added to files and managed in the LMS Sycamore System. Current or former students, and the parents of legally dependent students (as determined by their most recent federal income tax form), may review their records during normal business operating hours, unless access for a document has been waived or is considered confidential, such as recommendations for admission. Approved official educational records requested for release (such as transcripts) from current or former students (not legally dependent) may not be released to third parties without the written permission of the student. A written request must be submitted for each release request.

Responsible individuals at Guidance, if determined to possess a legitimate educational interest, may be given access to educational records at the discretion of the Registrar. Other exceptions may be made, consistent with the exceptions noted in FERPA.

It should be noted that original documents contained in the student's educational record will not be returned and are not transferable to the student, parent or guardian, or third-party inquiry. All admissions and matriculation documents are the property of Guidance College.

Official copies of all applicable academic matters are maintained by the Registrar and secured in the academic records area.

### **TRANSCRIPTS**

Official and unofficial (advising) transcripts and certifications of student academic records are issued on written request. Formal written transcript requests must be submitted before transcripts are released. Each official transcript page will bear the signature of the Chief Academic Administrator.

### **CHALLENGE TO ACADEMIC RECORDS**

Current or former students may challenge the contents of their academic records which they believe are either inaccurate

or misleading. To do so, the student must give written notification to the College, indicating which portion of the record is considered inaccurate or misleading, and should include documented evidence for drawing that conclusion. The Chief Academic Administrator and IE Administrator will consider the challenge and communicate a decision, which may be appealed. Students not satisfied with a challenge exam outcome have the right to place a statement commenting on the issue and/or decision in their records.

### **POLICIES FOR TESTING OUT**

- NO notes, books, internet, technological devices, or supplementary aids can be used during the test
- Please be in a quiet space where no distractions can occur
- Questions will be displayed on the screen; You are only allowed to have 1 blank word document open to type in your answers
- NO assistance can be given outside of me reading or restating the question(s) aloud if you have difficulty understanding
- NO breaks are allowed
- You will have **2 hours** to complete your exam, and I will give you time checks

### **PROGRAM AUDIT REVIEW FORMS**

Requests regarding a student's academic program and records are processed by using Program Audit Review forms. The Student Services & Development Office only processes the request after compliance with all relevant instructions and applicable signatures. The approved original form will be placed in the student's academic record and copied to the student. These requests normally cover change in academic program, transfer credit, course substitution, independent study, final course grade, incomplete grade request, course/degree plan audit, records challenges, grade changes etc.

### **ACADEMIC INTEGRITY**

Integrity must be maintained in a student's academic work because dishonesty defiles the conscience and lowers one's credibility.

### **ACADEMIC WORK INTEGRITY**

**TESTING:** Communication devices such as cell phones and other electronic storage or transmission equipment is not allowed for use during the administration of a test. They must be turned off and removed from writing areas.

Leaving the classroom during the administration of a test is solely at the discretion of the instructor or proctor.

**CHEATING:** Cheating is a very serious matter. It reflects a significant flaw in character. Students are to assume the responsibility of maintaining ethics standards by personally dealing with anyone known to be cheating. If the student refuses, the one aware of the problem should report it to the respective Chief Academic Administrator. It is wise for the one who observes cheating in progress to call it to the attention of the instructor so firsthand knowledge of the situation can be gained. Those students who voluntarily confess will be disciplined with less severity than those who must be discovered.

**PLAGIARISM:** Students are expected to know the difference between legitimate and illegitimate uses of published and unpublished source material. Plagiarism means presenting or submitting the creative ideas of someone else as one's own words or work without documenting the source(s) in the text, footnotes, or endnotes. This includes:

- Part or all of a written or spoken assignment copied from another person's manuscript.
- Part or all of an assignment copied or paraphrased from a source, such as a book, magazine, pamphlet, or cyber/electronic media.

A student can also be an accomplice to plagiarism by:

- Allowing a research paper, in outline or finished form, to be copied and submitted as the work of another student.
- Preparing a written assignment for another student and allowing it to be submitted as their personal work.
- Keeping or contributing to a file of papers or speeches with the intent that these papers or speeches be copied and submitted as the work of someone other than the author.

GC considers plagiarism a moral issue not merely a legal matter. Honesty nurtures moral character. Plagiarism is first an obvious attempt to deceive the instructor and is self-deceiving because it hinders academic growth and satisfaction that comes from personal achievement. Second, it is stealing research materials that one should not legitimately document as their own. A plagiarized research paper throws all other papers into competition with work that likely has already been judged superior. Third, plagiarism breeds an atmosphere of low morale, especially when the fact is known by other students and undetected by an instructor. Inevitably, plagiarists taint their academic careers. They lower mutual respect among their peers as a credible person. It is an act contrary to the values and ideals of higher education.

**NOTE:** Additional discussion about student integrity issues can be found in the *GC Student Handbook*.

**THE CONSEQUENCES** for any act of cheating or plagiarism vary and may lead to any of these actions or others as determined by the Chief Academic Administrator. First, the course instructor addresses the matter and decides appropriate discipline when the incident involves their course. Actions may include those listed below.

- Reduction of grade.
- Receiving a failing grade in the course.
- Appearance before a faculty standing committee for review.

As mentioned above, if necessary, a faculty standing committee can be involved after the course instructor's interaction. This action for appearance before a faculty standing committee is made with the approval of the Chief Academic Administrator.

In any of these matters it must be kept in mind that GC is a community joined together for the purpose of academic progress, personal development, and community growth. This is why GC emphasizes that all activities must be guided by the Quran's moral teaching.

Discipline connected with an act of plagiarism should be received in a spirit of correction rather than as a punitive measure. All written correspondence about the incident is placed in the student's academic records file.

## COMPUTER CAMERA ADVISORY AND USE POLICY

Guidance College has a camera on policy for all classes. This policy officially began in January of 2022. The camera on policy requires that all students turn their cameras on during the entirety of a class. This policy is applicable to all students, male and female. The purpose of the policy is to ensure attendance. Attendance is necessary for class participation. Both attendance and class participation are part of the students' end of semester grade.

**Attendance means the student's physical presence with camera on is required during the scheduled class meeting time published in the Course Schedule section of the syllabus.**

All class meetings are recorded on Zoom. Therefore, all recordings are property of Guidance College. However, Guidance College recognizes that some female students may not wish to have their visage on a class recording that could potentially be viewed by other students. Therefore, if a female student desires to have her face non-descript (indistinguishable) a female student may elect to wear a niqab or may discuss other options with the professor. The camera must remain on.



**Late Assignments Warning-  
Ability to take Oral Exam Impacted Form**

Students are expected to submit their assignments on a weekly basis. Professor grade assignments on a weekly basis. When students are late submitting assignments, their academic work is impacted. Two weeks, prior to the posted date of the oral exam all assignments must be submitted. Below is the form that students will receive if their assignments are missing. Assignments that are not received prior to taking the oral exam, the grade of zero (0) will be assigned.

**Semester** \_\_\_\_\_

**Date of Notice** \_\_\_\_\_

Dear <Student>

This is to advise you that the following assignments are missing and are therefore late. The oral exam is due to be taken on <>. Per Guidance College policy, in order to take your oral exam all of the following assignments must be completed:

- Homework Assignments
- Library Assignment
- Midterm
- Research Paper

Late

Week 1 Assignment Due: _____	yes/no
Week 2 Assignment Due: _____	yes/no
Week 3 Assignment Due: _____	yes/no
Week 4 Assignment Due: _____	yes/no
Week 5 Assignment Due: _____	yes/no
Week 6 Assignment Due: _____	yes/no
Week 7 Assignment Due: _____	yes/no
Week 8 Assignment Due: _____	yes/no
Week 9 Assignment Due: _____	yes/no
Week 10 Assignment Due: _____	yes/no
Week 11 Assignment Due: _____	yes/no
Midterm Due: _____	yes/no
Library Assignment Due: _____	yes/no
Research Paper Due: _____	yes/no

Professor's Signature \_\_\_\_\_

CSS Signature \_\_\_\_\_

### APPEALS

Students wishing to appeal grades, status, disciplinary issues, or other matters involving their matriculation must follow the general process below. Before beginning the appeals process, the student can take the opportunity to seek advice from the Chief Student Services & Development Administrator about procedure, timing, and any other concerns.

Guidance College follows an objective process that **must be followed step-by-step**. The College does not permit contravening actions involving other students, outside individuals, or GC personnel prior to, during, or after the process is concluded.

- The student must first discuss the concern with the faculty member and present the course work and grading for a reasonable and objective change of grade. If resolution is not mutually satisfactory, then the student can follow this further appeals process.
- The student must then prepare a written request using the complaint form located on the GC website at: [Complaint Form - Guidance College](#). Any relevant academic work explaining the concern must be available before the complaint moves forward. The Complaint is superintended through the GC Chief Academic Administrator's Office.
- The Chief Academic Administrator reviews the submitted work and asks faculty to give a written explanation for the current course grade within five business days based on the above submitted objective materials. After the written explanation is received, the Chief Academic Administrator will either affirm the grade or ask the faculty member to reconsider their grading decision. If the faculty member decides to change the grade, then a new grade is submitted to the Learning Management System Facilitator. Otherwise, the appeals process is concluded, and the grade first issued by the professor remains as it was first submitted. The Chief Academic Administrator next advises the student in writing about the conclusion of the appeals process.

In cases where the Chief Academic Administrator is the instructor of record, the lead professors of the other programs will review the work.

- Information involving the complaint and findings are placed in the student's academic records file.

## ACADEMIC RESEARCH STANDARDS

### Guidance College Policy for Research Papers

1. All research papers will be submitted in APA format.
2. The Template for APA is located in Sycamore Campus.
3. All research papers must be submitted in APA
4. Two APA videos are offered by Guidance College and can be found at the following links:  
<https://www.youtube.com/watch?v=XRswsb18Cuo>  
<https://www.youtube.com/watch?v=j1yldd5kYD8>
5. The APA format may not be altered in any way. To do so will result in a reduction of points.
6. Emojis are not to be inserted or used in research papers.
7. Coloring of the research paper is not an approved APA format and may not be used.
8. The use of an outside source to write research papers is not permitted.  
Research papers must be written and researched by the student submitting the research paper.
9. Research papers are not to be written in first person. In other words, the use of I, we, us, our, they, them are not permitted.
10. Research papers present either the history of an occurrence or two competing opinions. The opinion of the student is not relevant to the research paper. The job of the student is to show which of the two opinions has more relevance based on facts that they have researched.
11. Plagiarism of a source is not allowed. Cutting and pasting of sources without citing the source will result in a 20-point reduction in points.
12. An outline of your research paper is will be due at the mid-point of each semester. Failure to provide my professor an outline of my research paper will result in a reduction of points.

## ADDING AND DROPPING COURSES

From time to time a student may choose to add or drop a course. Classes are NOT **officially** added or dropped unless done so within the prescribed and timely manner.

The published Academic Calendar gives deadline dates for adding a course(s) or dropping a course(s) during the normal registration period. If a course is dropped within the allotted time period, any payment made will be credited and/or applied, and any payment arrangement will be adjusted accordingly by the finance office.

In order to add or drop after the registration period, special approval is required from Student Services. The requests form for adding or dropping must be completed prior to approval. When adding, all tuition payments and/or payment arrangements must be current and approval from finance office is required before transaction is applied.

Dropping a course means the student will receive a grade of W. The awarding of grades for W dropped courses is determined by the drop deadline and at the instructor's discretion. W grades do not count in the term GPA or CGPA.

**NOTE:** To simply stop attending class, DOES NOT EQUATE TO DROPPING THE CLASS.

A course cannot be upgraded from Audit to Credit or downgraded from Credit to Audit after the Last Day to Add a Course deadline date. Refunds do not apply.

A complete explanation for Guidance's grading system is in the Academic Information section of the Catalog under Grading System. Official WP and WF grades for withdrawing from a course are transcribed, and if applicable, a tuition refund may not be returned. A refund schedule is given in the Financial Information section of the Catalog.

The **official** deadline date for completing any add/drop request forms is the last day of the term. Again, failing to submit or complete the request form means that the student's final course grade becomes an automatic "F."

## COMPLETE ACADEMIC WITHDRAWAL

Students wishing to completely withdraw from Guidance must submit in writing their desire and reason for withdrawal to Student Services. Grades received and any financial refunds will depend on circumstances leading to withdrawal, course load progress, and time of the request. Students who do not register for three consecutive semesters will be administratively withdrawn from the institute and will be required to reapply upon return.

## ADMINISTRATIVE WITHDRAWAL

As a private institution, Guidance College reserves the right to admit students who in its judgment meet its admission criteria and withdraw students through its own student disciplinary system.

On occasion, Guidance may have to administratively withdraw a student who is uncooperative or fails to comply with published standards and/or the directives imposed by GC. Administrative withdrawal may also have to be invoked for a student who engages, or threatens to engage, in behavior that is physically harmful to the person or others, or evidences a mental/emotional state rendering the student unable to meet reasonable institutional standards and, therefore, constitutes a disruption to the learning environment. Guidance College seeks to handle these matters discreetly and swiftly.

## INCOMPLETE GRADES

Students requesting a grade of Incomplete (I) must understand that incomplete grades (I) may be given only upon approval of the faculty member involved. An "I" grade may be assigned only when a student is currently passing a course and in situations involving grave circumstances such as: extended illness, serious injury, death in the family, employment or government reassignment. Student neglect is not such a case.

Students are responsible for contacting the course instructor prior to the end of the term so that the student receives oral instruction and written direction about what is required for a final grade and the timeframe for completing the work. An "I" must be removed (completing course requirements) no later than one semester after the grade was assigned, or the "I" will become an "F."

Once the agreed upon terms are met, the instructor must submit in writing to Student Services A request for grade change. Upon receipt of the written request, Academic Records will unlock the student's grade on the instructor's Sycamore portal so that additional grades are updated, and a possible revised final grade submitted. Only under special situations may the Registrar update the final grade upon the written request of the instructor.

## INCOMPLETE GRADE CRITERIA

The following criteria must be met to begin the process to apply for an incomplete.

- Students must have completed 75 % of their coursework. This would include all homework assignments, the library assignment, and the midterm.  
Therefore, the only outstanding assignments would be the research paper, oral exam, and final exam.
- Thus, an "I" grade may be assigned only when a student has completed a minimum 75% portion of course requirements and has a passing grade, and can only be granted in situations involving grave circumstances such as: extended illness, serious injury, death in the family, employment, or government reassignment. Student neglect for completing a minimum 75% portion of course requirements is not such a case.
- Students must contact their professor to request an incomplete. If the student has met the above criteria and the professor agrees to approve the incomplete, the professor must contact the Chief of Student Services to notify them of the intention to grant an incomplete.
- The student must then obtain the Incomplete Grade Agreement request form from the Student Services & Development Office and complete student identification, course name and number, and reason for the request form (see below)
- Students are then responsible for contacting the course instructor prior to the last week of the class so that the student receives written instructions about what is required for completing the course, receiving a final grade, and the six-week deadline date for completing the work. An "I" can only be removed after completing the course requirements requested for receiving the Incomplete Grade as determined by the course professor, Not meeting the deadline date means that the "I" grade will become an "F" final course grade.
- After the form has been fully completed, the form is then submitted to the Chief Student Services & Development Administrator for tracking and requirements purposes.
- Once the agreed-on terms are met per the Incomplete Grade Agreement request form, the instructor must submit in writing to the Chief Student Services & Development Administrator a request for a grade change. After receiving the written request, the Learning Management Facilitator will unlock the student's grade on the instructor's Sycamore Campus account so that the new grades are updated with a possible revised final course grade.
- The Chief Student Services & Development Administrator and IE are copied on this correspondence for accreditation and record purposes and other ancillary matters



## Incomplete Grade Agreement

### Student Information

First Name _____	Middle Name _____	Last Name _____
Email Address _____	Cell Phone _____	

**Course Name and Number** \_\_\_\_\_ **Term** \_\_\_\_\_

A copy of this form must be completed for each “I” grade given – See Catalog policy “Incompletes” for more details.

**Note:** Incomplete” (“I”) grades should be recorded only in exceptional cases when a student, who has completed a substantial portion of the course and who is otherwise passing, is unable to complete a well-defined portion of a course for reasons beyond his or her control.

### Reason for this Incomplete Grade Request

---

---

---

---

---

Attach Necessary Documentation

### Class Information

Instructor Name \_\_\_\_\_ Cell Phone \_\_\_\_\_

Instructor Email \_\_\_\_\_

Work to be completed by the end of \_\_\_\_\_ (Semester) \_\_\_\_\_ (Date)

Specific work to be completed \_\_\_\_\_

---

---

---

By signing below, the student has agreed to complete the work by no later than the sixth week of the subsequent semester, without further prompting from the instructor. If the work is not submitted by the due date, the final course grade will be changed to the default grade of “F” per catalog policy.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

## REPEATING COURSES

Only courses for which the student received a grade of “D” or lower can be repeated at Guidance College. After a student successfully passes a repeat course, all former attempts are kept on the transcript and replaced with a “RC” grade (repeated course), which does not calculate into the GPA or CGPA. When a course is retaken for credit, only the final grade is calculated in the student’s cumulative grade point average (CGPA). Audited courses may be taken in full for credit later.

## GRADE CALCULATION SCALE

All faculty follows a standardized grading system. GPA (Grade Point Average) applies to the student’s term average for all courses attempted at SBIC, while CGPA (Cumulative Grade Point Average) applies to all course credit attempted at GC. Accepted transfer courses do not apply to the student’s GPA or CGPA. Grades for assignments and for final course grades in a course are calculated according to the instructor’s syllabi with the scale below.

Earned course credit for transcribed grades is also calculated according to the scale below.

Pass (CR)/Fail (NCR) transcribed credit grades do not calculate in the student’s GPA or CGPA but may apply toward the total number of courses required to meet the academicload for graduating from a program. For example, Graduation requirements includes—based upon the program—a certain total number of Pass (CR) credit grades in the required SLED (Servant Leadership Education Development) assignment for each term.

All letter grades are calculated according to the table below and receive the applicable grade point per letter for the final course grade, which in turn are calculated into the student’s GPA (Grade Point Average) and CGPA (Cumulative Grade Point Average). The corresponding letter grade and applicable grade points follow the table below.

A	90-100	4 grade points per term hour
B	80-89	3 grade points per term hour
C	70-79	2 grade points per term hour
D	60-69	1 grade points per term hour
F	60 and below	0 grade points per term hour

## HOW TO CALCULATE GPA AND CGPA

The grade point average (**GPA**) per term is calculated by dividing the total gradepoints earned for all courses (see chart above) by the total credit hours attempted.

The cumulative grade point average (**CGPA**) for all terms is calculated by dividing the total grade points earned for all courses by the total credit hours attempted.

COURSE	CREDIT HRS	GRADE	GRADE PTS.	
ENG 101	3	B	9	(3 hrs. x 3 pts. (B) = 9 Grade Pts.)
SOC 402	3	A	12	(3 hrs. x 4 pts. (B) = 12 Grade Pts.)
FIQ 111	3	C	6	(3 hrs. x 2 pts. (B) = 6 Grade Pts.)
HIS 201	3	A	12	(3 hrs. x 4 pts. (B) = 12 Grade Pts.)
<b>TOTALS</b>	<b>12</b>		<b>39</b>	<b>39 ÷ 12 = 3.25 GPA</b>

The same pattern is followed for CGPA by applying total hours attempted and grade points earned for all terms.



### **CLASS ATTENDANCE AND CANCELLATION**

Regular attendance in classes is an absolute. Failure to attend regularly often diminishes learning and course grades and in the end may result in loss of passing course credit for that term. **Failure to attend does not constitute withdrawal.**

#### **CLASS ABSENCE**

Faculty assumes responsibility to publish attendance policy in the syllabus. Attendance at class is an important part of the course because of the interaction which occurs, the information shared, and the evaluation of that information which occurs. The student will not achieve the objectives of the course if prolonged unexcused absences from the class occur. It is the student's responsibility to talk to the instructor about missed or late work due to absenteeism.

Recognizing that circumstances do arise at times that prevent attendance, each faculty member is permitted to excuse a student for only four course sessions total per term. Absences totaling more than this number will result in failure to receive credit for that course, unless otherwise arranged, in that term. Students are considered tardy after the first twenty minutes of class. If a student shows up to class anytime past the first twenty minutes, the teacher has the right to mark that student absent for the day. Four tardies are equal to one absence. Faculty carefully watches both absences and tardiness. Each instructor monitors the times of lateness and determines when an absence is to be credited. Late enrollment may be included in the number of absences. Excessive absences can lead to administrative withdrawal. Independent study is not an alternative for excessive absences.

#### **INSTRUCTOR ABSENTEEISM**

Students may excuse themselves from their class after twenty minutes when an instructor is late provided the faculty member, Chief Academic Officer, or delegate has not given the class instructions regarding the instructor's absence. Students should make sure extra time is allowed when prohibitive weather conditions are affecting their logging into the LMS Sycamore system.

#### **CLASS CANCELLATION**

Classes taught by faculty may be cancelled if the enrollment is less than five. Notification that a class may be cancelled normally takes place before, or during the class first meeting. The Chief Student Services & Development Administrator will advise concerning available alternative courses and can transfer the student at the time of cancellation. If no alternative courses are acceptable, updates to student academic records and appropriate refunding for tuition and fees is processed through the GC Financial Services Office normally within five business days.

#### **EXAMINATION WORK**

Written and oral examinations are part of every course. The final two weeks at the close of each term is designated for oral examinations completion of written assignments in all courses. All examinations must be taken at the time specified by the faculty member.

#### **LIFE-LONG LEARNING**

God's character and knowledge is infinite and far beyond the human capacity to master. The applicable truths and wisdom throughout the Quran are never ending, thus making the task of learning on-going and forward into eternity. Graduates will encounter situations and circumstances in the years to come that are different from those today. There will be new and different questions facing those who own the Quran as their life rule for faith and practice.

All members of the GC community and especially the faculty seek to develop the desire for this indispensable task of life-long learning in its students. The very nature of GC's mission statement for graduating students demands a distinctive for life-long learning.

## **GRADUATION**

### **GRADUATION REQUIREMENTS**

To be eligible for graduation, students must maintain high standards of moral and ethical conduct, settle all financial obligations with Guidance College (at least two weeks prior to graduation), and successfully complete their prescribed course of study with an overall 2.0 CGPA for undergraduates and 2.5 for graduates.

Clearance for approving a graduation application must be secured from Financial Services, Student Services, and Academic Records. It is the responsibility of all graduation candidates to be certain that they are clear and in good standing with GC through all of these administrative and educational support areas.

### **GRADUATION APPLICATION**

Students must indicate their intent to be graduated by filing a completed Graduation Application form. If the application to graduate is turned in after the spring deadline date.

Students are required to complete exit assessments that are particular to their degree program. If the student does not complete an exit assessment, they will not graduate.

## **SYLLABI**

Every course in the Guidance College curriculum has a syllabus to facilitate instruction and student expectations. Syllabi are standardized and contain a course number, name, and description which syncs with this Catalog. Expected learning outcomes, required and recommended textbooks, learning resources, course assignments and student evaluation by the instructor,

attendance, course milieu and field education, and a course schedule of events per meeting date are included. Most instructors also provide a recommended bibliography at the end of the syllabus encourage additional study. A clear distinction will be made for assignment requirements for the higher College credit for the courses verses lower Institute credit for the same course. Students should pay close attention to the distinctions and are responsible for the rigor of work required for the course tier enrolled.

### **COURSE EVALUATIONS**

At the end of the course the student is asked to complete a course evaluation and separate learning outcomes evaluation based on learning outcomes written in the syllabus. The evaluations follow a scaled Likert level of agreement format for each student response. Sections are also included for hand-written comments.

This evaluation has a dual purpose. It gives the student an opportunity for self-reflection about their course experience and a documented medium to suggest ways for improving the course. All evaluations are anonymous. After the instructor has submitted all grades, a compiled report is given to the instructor based on all students' responses in the course so that improvements can be made and excellent areas can be identified and included in the next offering of the course by the instructor.

# STUDENT INFORMATION

## INSTITUTIONAL CONTACTS

Students are priority one at Guidance College. When you have a question, who do you go to first? The chart below serves this purpose for giving a student the main contact person and contact e-mail/mobile phone. The person listed below can give you guidance and/or resolve your question(s). Please initiate contact first with the institutional person according to the nature of your question. In some cases, your call may be redirected to the person designated to answer questions about your concern. Do not hesitate call as much as need.

If in doubt on who to contact, call the College's main number (713.231.3791) or e-mail Sr. Farzana - Assistant to the President and CEO ([administration@guidancecollege.org](mailto:administration@guidancecollege.org)). Please initiate contact first with the person below according to the nature of your inquiry.

Student Accounts	Sr. Fatima Boulares
Admissions & Registrar	Sr. Jordan Schneider
Institutional Development/Public Affairs	Dr. Main Alqudah
Academic Programs & Faculty	Dr. Louay Abdalbaki
Learning Management System Facilitator	Sr Safa Alqudah
Website	Eddie Calderon
Institutional Effectiveness & Accreditation	Dr. Joel Wilson

## SUPPORT SERVICES

### COMPLAINTS AND GRIEVANCE RESOLUTION SERVICES

From time to time a student may encounter a problem in their relationship with Guidance College. When such an event occurs, whether it concerns finances, academic issues, or other matters, the student must follow the grievance resolution procedures written below. All such matters should be referred to the appropriate individual.

The Chief Student Services & Development Administrator is the designated institutional contact person for giving direction and initially handling student complaints. (Please see above list)

The following guidelines should be followed for resolving complaints as part of a God-honoring grievance restoration process

Each concern **must be expressed verbally as well as in writing** to the staff, faculty or administrative person who is directly responsible for managing the institutional area.

- If the student does not believe that the complaint has been resolved appropriately, then the concern should be communicated verbally and in writing to the Chief Student Services & Development Administrator.
- In the event that the student does not have the complaint resolved through this second level of appeal, then the student may express the concern verbally and in writing to the President & CEO, who is the institution's final level of appeal for complaints.
- After exhausting the institution's complaint process, current, former, and prospective students may initiate a complaint with the following groups:

THECB (Texas Higher Education Coordinating Board) by sending the required forms either by electronic mail to the agency's web address located in Austin, Texas, <http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D> , or by mail to the Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, Texas 78711-2788. Facsimile transmissions of the forms are not accepted.

### COUNSELING SERVICES

Personal and confidential counseling is available by appointment to any student with the Chief Student Services & Development Administrator. The Administrator can direct students to a counselor appropriate to their situation. Guidance maintains an on-going relationship with religious professional counselors.

Academic advising is also available by appointment with the Chief Student Services & Development Administrator. Students can additionally benefit from the spiritual insight and experience of faculty members and other administrators.

## GUIDANCE COLLEGE COMMUNITY STUDENT EXPECTATIONS

### COMMUNITY STANDARDS

Part of the acceptance process to Guidance College includes signing the application indicating the student's agreement to work at consistently upholding published community standards explicitly and implicitly and maintaining a lifestyle that is consistent with the College's student life philosophy founded and supported by the Holy Quran. Upholding standards also includes keeping fellow students accountable for their actions. It is not acceptable to actively disobey because one disagrees, does not get caught, or is willing to accept the consequences of disobedience. These attitudes are destructive to one's personal integrity, detrimental for one's character in the Guidance community, and potentially damaging to the student's home, mosque, vocation/work, and future life.

Antagonistic or presumptuous attitudes toward community standards at Guidance College are, in effect, an expression of a student's desire to withdraw from the GC college community. This is one reason GC has administrative withdrawal – for the purpose of maintaining order. Guidance College does not purpose to police its students but is interested in tangible evidence of Islamic knowledge growth and sound judgment based on God-honoring principles and application. When making personal decisions in these areas, one must remember that the Almighty, God highly admired His Prophet Mohamad PBUH because of his good manner. He said ( وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ) meaning “ and you are certainly on the most exalted standard of moral excellence ”

Allah, exalted is He, also has advised His Prophet PBUH to be kind to his community by saying: ( فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ ( كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ ) which means: “ So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them”

The specific teachings and principles in the Holy Quran are the final authority for all student life matters. GC's Islamic based curriculum and student life philosophy are designed to encourage character that is pleasing to God. Character displeasing to God is corrected through exhortation, counsel, and implementation of Islamic principles. The personnel of GC seek to consistently commend students in their daily walk for attitudes and actions that please the Lord.

Therefore, attitudes and actions proscribed in the Quran are likewise inadmissible and expressly not sanctioned by GC. At GC these include:

In addition to the **Academic Integrity** standards for academic work published in the *GC Catalog*, students are likewise to refrain from:

- Possession or use of illegal narcotics and habit-forming drugs—including marijuana or any other non-prescription drug intended for recreational use.
- Stealing (cf. includes Plagiarism).
- Lying, deception, and false manipulation of facts so as to mislead persons away from the truth.
- Using slanderous or profane language.
- Attitudes of malice, greed, jealousy, pride, over-indulgence, gluttony, hate, bitterness, wrath, hostility, ill will, unforgiveness, and prejudice based on one's race, culture, gender, or socioeconomic status.
- Acts of violence or destruction,
- Conversation that belittles or demeans another person's character, that is clamorous, crass, critical, divisive, derogatory, sexually explicit, or conversation that promotes grumbling, complaining, and discontent in and among the GC community (cf. Harassment).
- Accountability for material and interactions posted or referenced on websites and for behavior or commensurate activities confessed to on social media websites and similar postings that are degrading, defrauding, or suggestive.
- Participation in the occult or related activities, e.g. horoscopes, séances.
- Involvement in a cult or out of the mainstream Sunni religious group.
  - Students under investigation for a felony, criminal activity or judicial non-compliance are subject to immediate suspension.

### **HARASSMENT**

Harassment in the Guidance College community based on race, gender, national origin, age, religion, or disability is neither permitted, nor condoned. Such unwelcomed harassment is wholly inappropriate and goes completely counter to the school's conviction about human worth before God and might also violate state and federal laws.

Sexual harassment includes conduct or comment of a sexual nature, including unwelcome sexual advances, requests to engage in sexual favors, suggestive comments or gestures, and other physical and expressive behavior of a sexual nature, which can be reasonably regarded as vexatious or abusive and where any one of the following conditions are met:

- The conduct is engaged in or the comment is made by a person who knows or who ought reasonably to know that the conduct or comment is unwanted or unwelcome.
- The comment or conduct is accompanied by a reward, or the express or implied promise of a reward, for compliance.
- The comment or conduct is accompanied by reprisal, or an express or implied threat of reprisal, for refusal to comply.
- The comment or conduct is accompanied by the actual denial of opportunity or the express or implied threat of denial of opportunity, for failure to comply.
- The comment or conduct is intended to, or has the effect of, creating an intimidating, hostile, or offensive environment.

Sexual harassment violates the fundamental rights, worth, dignity, and integrity of another individual as expressed above. It should be clearly understood by all associated with GC that sexual harassment is regarded as a serious offense, not be tolerated under any circumstances, and subject to a wide range of disciplinary measures, including immediate dismissal from campus, or disciplinary probation, suspension, or dismissal.

Moreover, bullying is likewise not tolerated. Bullying is defined as any act substantially interfering with a student's real or perceived educational performance, opportunities, expected benefits, or outcomes, that occurs online. Bullying involves comment or conduct intended to, or having the effect of, creating an intimidating, hostile, or offensive environment that violates the fundamental rights, worth, dignity, and integrity of another individual. Again, it should be clearly understood by all associated with GC that bullying is regarded as a serious offense, not be tolerated under any circumstances, and subject to a wide range of disciplinary measures, including immediate dismissal from the College, or disciplinary probation, suspension, or dismissal.

Any student who believes that he or she has been subjected to comment or conduct that based on race, gender, national origin, age, disability, or is sexually inappropriate, which might constitute bullying and/or sexual harassment, should discuss the matter with the Chief Student Development & Services Administrator or Chief Institutional Effectiveness Administrator. These persons will provide the complainant with advice and assistance including advice on how a formal complaint may be lodged. A complaint, however, will not be formally dealt with until that complaint is made in writing and emailed to either of the persons listed above.

### **STUDENT DISCIPLINARY PROCESS**

Student Development disciplinary action in the GC community is defined as the external influence by which the student learns spiritual truth, self-discipline, commitment, community mindedness, and taking personal responsibility for choices. The purpose of this disciplinary system is to uphold the student development work of the College so that an atmosphere conducive to academic and spiritual growth is maintained.

The administration of student development discipline becomes necessary when the student chooses to disregard or willfully not comply, and more seriously consistently and blatantly evidences an inability to live in harmony with GC's community standards and expectations. Accountability is then called for.

Ignorance of these community expectations is not excusable because all students sign the application agreeing to abide by them. Copies of the College's Catalog and Handbooks are available to all students. The goals of discipline result in personal and community responsibility applicable to all, spiritual maturity, and compliance for the good of all community members. Guidance College is eager to resolve all disciplinary matters at the lowest possible level.

## DISCIPLINARY ACTION

Failure to adhere to college community expectations for students renders the student liable to disciplinary process.

The student development discipline system designed to be an educational process modeling grace and mercy driven restoration and spiritual maturity. Therefore, procedural issues, including the introduction and consideration of evidence, are handled in a manner consistent with that educational focus. Where the allegations are more serious, and therefore the consequences more serious, the rules of procedure are structured appropriately.

The student discipline system is not a substitute for the criminal and civil courts, but a system put in place to resolve student issues for alleged violators enrolled in Guidance College. Disciplinary action may follow the order explained. However, any disciplinary action need not be preceded by any other lesser discipline.

## WARNINGS

A student who violates a published student development item in the *GC Student Development & Services Handbook* may be given a verbal warning or written warning regarding what they are specifically doing.

Receiving a written warning (for any reason) means that a student will have to appear before the Chief Student Development & Services Administrator, or other designated person(s). Assigned short research papers, prescribed restitution, or other appropriate measures may be required so that the goals for personal/spiritual development may be achieved. This level of discipline may be repeated for students who accumulate written warnings.

Warnings are normally dropped at the end of the semester except in cases involving extended disciplinary action.

## DISCIPLINARY PROBATION

Students arriving at this level of discipline have communicated an unwillingness to live in harmony with published expectations for student development. Disciplinary Probation is a decision reached by the **Committee** indicating concern as to whether or not the student measures up to the first requirements for continued matriculation, stability and cooperation with institutional requirements and expectations.

Students are required to prove, by proper conduct and attitude during the probationary period, their desire to continue matriculation and return to normal status. Disciplinary probation is usually imposed for six to eight weeks during the remainder of the current term but may also extend through the following term in cases decided during the latter part of a term. Disciplinary probation is noted on any transcript request and the permanent records should the student elect to withdraw from the College before the disciplinary process is completed. Violating the conditions of Disciplinary Probation at any level subjects the student to further disciplinary action.

## SUSPENSION

When placed on suspension, the student's participation in enrolled courses is immediately terminated. Suspension is normally for one full term. Credit for all course work in progress is lost, resulting in "F" letter grades for courses. Tuition and fees owed are due and payable.

To return and continue matriculating, the student must have authorization from the Chief Student Development & Services Administrator and have met any conditions attendant for returning specified in the Suspension letter.

- At the time of returning, the student will meet with the Chief Student Development & Services Administrator to discuss the suspension; the student may be required to do community service and/or write papers dealing with their suspension issues, may be required to schedule accountability time with a member of the GC Leadership Team, or may be required to seek professional counseling to return to the College community.
- Suspension is noted on any transcript requests and in the student's permanent records should the student elect to withdraw from the College before the suspension process is completed.

## DISMISSAL



A student may be dismissed from GC by decision of Guidance College leadership. This action is reserved for offenses that are destructive to the student, College, possibly to relatives, and the local community, or may involve other serious offenses in which the student has failed to respond to regarding related to lesser levels of discipline.

Dismissal requires the student to be immediately withdrawn from courses in progress and not allowed to re-enroll. This action may prohibit the student's future matriculation at another College. Dismissal also means that the student will not be allowed to re-enroll in GC. Credit for all course work in progress is lost with "F" letter grades given for current course work. Tuition and fees owed are due and payable. Dismissal is noted on any transcript requests and in the student's permanent records.

### **APPEALS**

Students may submit a written appeal any time they believe inappropriate discipline has been administered to them or have been treated unfairly. This process of appeals below exists to provide a fair hearing and decision.

All appeals must be submitted to the Chief Student Development & Services Administrator within five business days after the initial disciplinary decision is emailed. The appeal decision assigned may be upheld, lessened, or dismissed because of the appeal.

Any appeal must follow the proper step-by-step sequential, line of appeal first to the appropriate committee appointed for reviewing their disciplinary decisions. Failing to follow the correct sequential line of appeal below invalidates any other appeals made by the student.

- Special Faculty Appointed Committee
- Chief Student Development & Services Administrator Special Committee

Guidance College desires that all its students be treated with dignity and justice, with due respect for their rights. All appeals receive a written response regarding decisions made

## IFTAR POLICY

Guidance College is a virtual institution that admits students who reside in the United States and Canada. The majority of classes are presented live via Zoom. All class times are based on Central Standard Time (CST). Therefore, upon their geographical location, it is possible that students attending a particular course may be in different time zones. When students register for a course, they are aware of the time difference if any and make the needed personal accommodations.

Thus, students are responsible for determining if they have personal schedule conflicts as related to course times. However, Guidance College is an institution of higher learning dedicated to Islamic learning, hence Muslim holy days require a different consideration for students. Therefore, when during Iftar (breaking of the fast-during Ramadan) a time conflict occurs and/or coincides with course times, the following solutions for allowing students to break their fast may be followed by the professors.

Each course should be assessed on a case-by-case basis to do what is best for students and the class as a whole.

A. Depending upon availability in the Zoom rooms, professors may move the course forward or backwards in time. The learning management systems (LMS) facilitator should be contacted to ensure that the change in course time does not conflict with other courses.

B. Although Guidance College is closed on Friday and Saturday, per agreement with students the course meeting time and day may be moved to Friday, Saturday and/or Sunday for the remainder of the month of Ramadan.

C. Professors may suggest an alternative change to both the Chief Academic Administrator and Chief of Student Services that is both amenable and beneficial to students.

D. Live courses may not be altered to a directed study course.

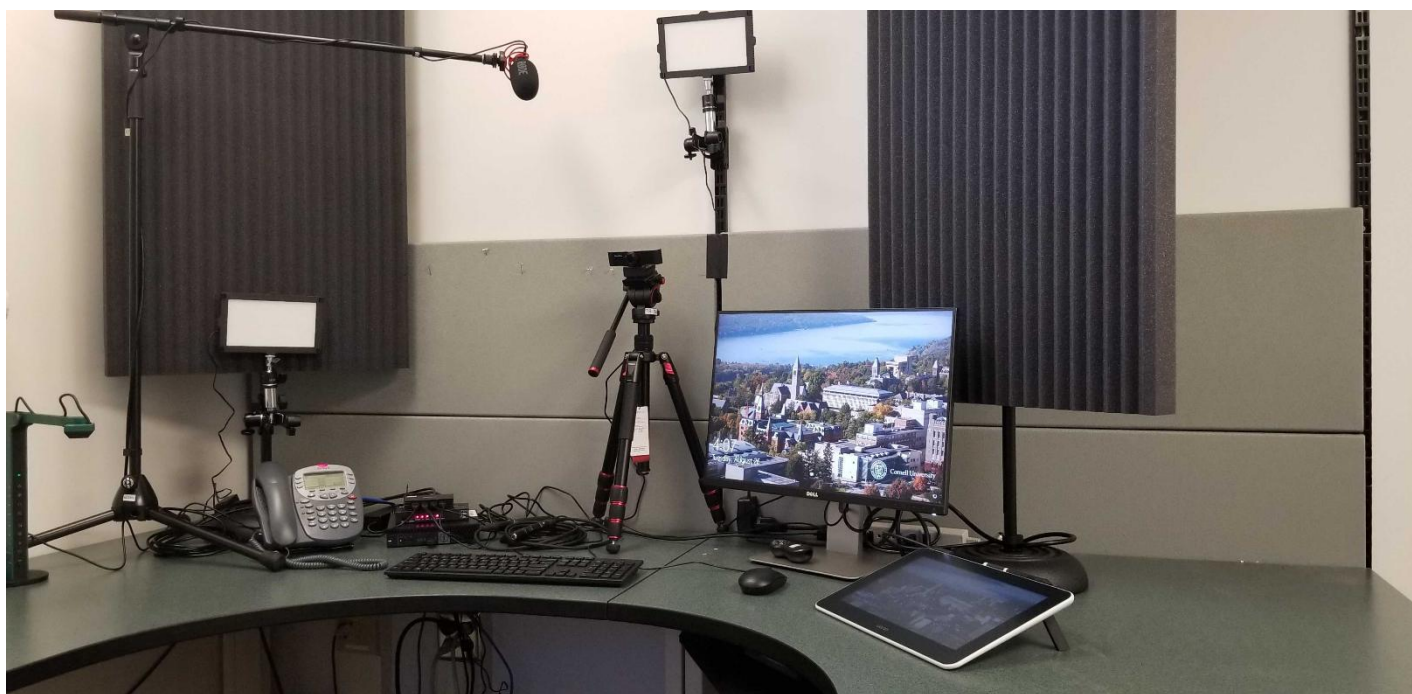


## Recording Policy

From time to time, to ensure the best in customer service for students and applicants, calls to Guidance College may be monitored. Calls maybe shared internally for training purposes.

## Student Recording Policy

Unauthorized use of class material and recordings is not permitted. All class recordings are property of Guidance College. Students are not allowed at any time to use cameras, phones, or any other recording device to record classes. No posting of Guidance College courses, course materials and/or course recordings are permitted for use on social media or in any other electronic medium.



### **GUIDANCE COLLEGE STUDENT LIAISON**

Students are valuable to Guidance College. What students think, and student opinions all make a difference in the decision-making process. Therefore, to ensure that student voices are heard, the position of student liaison was created. The student liaison meets regularly with the Chief of Student Services and intermittently with the CQAI Committee to discuss students concerns.

**POSITION TITLE:** Student Liaison

**REPORTS TO:** Chief Student Services & Student Success

**DESCRIPTION:** Responsible to the Chief Student Services & Student Success for the express purpose of representing the interests and concerns of currently enrolled students in the Liaison's academic program and in engagements throughout the GC community as a non-governmental group of peer students.

This is a voluntary position

#### **QUALIFICATIONS**

- Student must have minimally completed 25% of their academic program.
- Student must be continuously enrolled (matriculated) as a fully accepted student.
- Student must show that they are meeting the Standards of Academic Progress with a B or higher cumulative grade point average.
- Student must be current with all financial commitments to the College.
- Student must not have any current or outstanding student complaints or other unmet GC community expectations.
- Student must have the endorsement of faculty in their academic program.
- Student must have the endorsement of the Chief Student Development & Services Administrator.
- Students may not serve more than two consecutive academic year terms.

#### **DUTIES AND RESPONSIBILITIES Toward Representing the GC Student Community**

- Engages in a regularly scheduled bimonthly meeting with the Chief Student Development Administrator in which student interests and matters of concern can be discussed within the context of fulfilling the mission of Guidance College.
- Reviews appropriate College policies and offers suggestions for student understanding and perspectives in the best interests of the whole student body.
- Supports Guidance College initiatives to achieve institutional accreditation and engage fellow students in their academic program to do the same.
- Communicates with students about decision-making within the administrative work of GC.
- Notifies student their academic program about Guidance College community events with students and participates in them.
- Acts as an active resource person in resolving general and specific student complaints under the direction of the CSD&S Administrator. Refers students to assigned personnel for resolving directly related interests and concerns, or complaints.
- Supports and encourages student-wide participation in institutional effectiveness priorities.

#### **Toward Meeting Preparation and Effective Leadership**

- Carefully review minutes and proposed agenda items prior to scheduled meetings.

All agenda items for the meeting must be presented to the CSD&S Administrator in writing two days prior to regularly scheduled meeting times for action to take place regarding interests and concerns.

# GRADING INFORMATION

## Oral Presentation Grading Rubric

Name: \_\_\_\_\_ Overall Score: \_\_\_\_\_

Nonverbal Skills	4 pts. - Exceptional 95-100	3 pts. - Satisfactory 85-94	2 pts. - Adequate 75-84	1 pt. - Weak 70-74
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as the entire report is read from prepared reading document. Monotonal.
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive Gestures to draw out audience.
Poise	Displays relaxed, self- confident nature about self, with no-mistakes.	Makes minor mistakes, but quickly recovers from them, Displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness are obvious; has trouble recovering from mistakes.

Verbal Skills	4 pts. Exceptional	3 pts. Satisfactory	2 pts. Adequate	1 pt. Weak
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking Skills	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear the Presentation well.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have notable difficulty hearing the overall presentation.	Presenter mumbles, talks very fast, and speaks too quietly for most students to hear and understand content.

Timing	4 pts. Exceptional	3 pts. Satisfactory	2 pts. Adequate	1 pt. Weak
Length of Presentation	Within two minutes of allotted time +/-.	Within four minutes of allotted time +/-.	Within six minutes of allotted time +/-	Too long or too short; ten or more minutes above or below allotted time.

Content	4 pts. Exceptional	3 pts. Satisfactory	2 pts. Adequate	1 pt. Weak
Subject Knowledge	An abundance of material clearly related to the research is presented. Points are clearly made, and evidence is used to support claims	Sufficient information with many good points made overall even balance and observable consistency.	There is a great deal of information that is not clearly integrated or connected to the presentation/research statement for the presentation.	Goal of research unclear, information included that does not support research claims in any way.
Organization	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions markers vocally and visually on power point.	Audience cannot understand presentation because there is no sequence of information.
Visuals	Excellent visuals that are tied into the overall story of the research.	Appropriate visuals are used and explained by the speaker.	Visuals are used but not explained or put in context.	Little or no visuals, too much text on slides.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has many spelling and/or evident grammatical errors.



## Research Paper Rubric

Student Name: \_\_\_\_\_

	Excellent-95-100%	Very Good-94-85%	Acceptable-84-75%	Poor74--60%	Unacceptable-50%
<p><b>Content</b></p> <p>(30%)</p> <p>Critical thinking, development, originality, creativity, use of examples, title.</p>	<ul style="list-style-type: none"> <li>Reflects significant depth of thought.</li> <li>Thoroughly and effectively meets the content requirements of the assignment.</li> <li>Topic is clear and well developed.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects depth of thought.</li> <li>Effectively meets the content requirements of the assignment.</li> <li>Topic is sufficiently explained.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some depth of thought.</li> <li>Meets the content requirements of the assignment.</li> <li>Topic is relevant to course content.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little depth of thought.</li> <li>Meets some of the content requirements of the assignment.</li> <li>Topic lacks relevant to course content.</li> </ul>	<ul style="list-style-type: none"> <li>Does not meet the minimum requirements of the assignment.</li> </ul>
<p><b>Organization</b></p> <p>(25%)</p> <p>Introduction, conclusion, thesis, clarity of purpose, topic sentences, concluding sentences, transitions, coherence, structure.</p>	<ul style="list-style-type: none"> <li>Thorough and effective introduction leads to the thesis; engaging and effective conclusion provides context/significance for the topic.</li> <li>Thesis provides an effective overview of the essay, the essay's purpose, and the essay's intended structure.</li> <li>Ideas are thoroughly and effectively linked throughout the essay.</li> <li>Meets the standard requirements of a research paper.</li> </ul>	<ul style="list-style-type: none"> <li>Effective introduction leads to the thesis; effective conclusion provides context/significance for the overall topic.</li> <li>Thesis provides a clear overview of the essay, the essay's purpose, and the essay's intended structure.</li> <li>Ideas are clearly linked throughout the essay.</li> <li>Meets the minimum standard requirements of a research paper.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction leads to the thesis, and conclusion provides a context/significance for the topic.</li> <li>Thesis provides an overview of the essay, the essay's purpose, and the essay's structure.</li> <li>Ideas are linked throughout the essay.</li> <li>Follows some standards of the minimum requirements of a research paper.</li> </ul>	<ul style="list-style-type: none"> <li>Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>Introduction lacks effectiveness and does not lead in to the thesis.</li> <li>Conclusion provides minimal context/significance for the overall topic; thesis provides no overview in terms of purpose and/or intended structure.</li> <li>Ideas are vaguely linked.</li> <li>Meets very little of the minimum standards of a research paper.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Has two or more of the following issues:                             <ul style="list-style-type: none"> <li>Introduction lacks an effective thesis.</li> <li>Conclusion provides minimal significance for the overall topic.</li> <li>Ideas are not linked throughout the essay.</li> <li>Text does not meet any of the minimum standards of a research paper.</li> </ul> </li> </ul>



	Excellent-95-100%	Very Good-94-85%	Acceptable-84-75%	Poor74--60%	Unacceptable-50%
<p><b>Style</b></p> <p>(10%) Word choice, writing skills.</p>	<ul style="list-style-type: none"> <li>Words, phrases, and sentence structure effectively contribute to the communication of ideas and clearly highlight the topic.</li> <li>Uses concise and scholarly vocabulary for an academic audience.</li> <li>Level of diction is highly effective.</li> <li>Adopts neutral stance while presenting the topic.</li> <li>Text uses correct grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Words, phrases, and sentence structure appropriately contribute to the communication of ideas and highlights the topic.</li> <li>Uses academic vocabulary.</li> <li>Level of diction is effective for the assignment.</li> <li>Conserves some neutrality.</li> <li>Text uses generally correct grammar; with only a few minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>Words, phrases, and sentence structures contribute to the communication of ideas.</li> <li>Uses appropriate vocabulary.</li> <li>Level of diction is appropriate for the assignment.</li> <li>Personal inclination toward one of the arguments.</li> <li>Text uses mostly correct grammar; the paper has several minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>Some words, phrases, and sentence structures do not enhance communication.</li> <li>The writing style is inappropriate for a formal writing assignment/ academic audience</li> <li>Uses first person</li> </ul> </li> <li>Texts is poorly written with too many grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>Poorly structured words, phrases, and sentence structures detract from communication.</li> <li>Uses vocabulary not appropriate for academic writing.</li> <li>Level of diction is inappropriate for the assignment.</li> <li>Has excessive use of first person.</li> </ul> </li> <li>Grammar within the text is unacceptable and does not meet any standard.</li> </ul>
<p><b>APA Format</b></p> <p>(25%)</p>	<ul style="list-style-type: none"> <li>Uses correct APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has one error in APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has two-three errors in APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has four errors in APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>APA format was not employed.</li> </ul>
<p><b>Important APA Format</b></p>	<p>If a research paper is not submitted in APA style, it will be returned to the student for reformatting into APA format within time resubmission limits. No Incomplete grade is given for papers not submitted in APA formatting. The 15% applies to the application of APA formatting standards.</p> <p>Refusal to resubmit an assigned research paper in APA format leads to a "0 - zero" number grade for the assignment with proportional calculation applied into the whole grading scale for the course. No final course grade higher than "B" will be given even with excellence in all other parts of the course.</p>				
<p><b>References Page</b></p> <p>(5%)</p>	<ul style="list-style-type: none"> <li>All paraphrases, summaries, and quotations have entries on the Works Cited/ References page.</li> <li>All entries on the References page are correct.</li> <li>All sources listed on the Works References page are used in the paper.</li> </ul>	<ul style="list-style-type: none"> <li>All paraphrases, summaries, &amp; quotations have entries on the Works Cited/ References page.</li> <li>Entries on the References page may have minor punctuation errors.</li> <li>All sources listed on the References page are used in the paper.</li> </ul>	<ul style="list-style-type: none"> <li>Entries on the References page have minor punctuation errors.</li> <li>Essay has one of the following issues:                             <ul style="list-style-type: none"> <li>One text used in the paper is not listed in the References page.</li> <li>One entry on the References page is incorrect.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Entries on the References page have many punctuation errors.</li> <li>Essay has several instances of the following:                             <ul style="list-style-type: none"> <li>A text used in the paper is not listed on cited in text and listed in References page.</li> <li>Several entries on the References page is incorrect.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Text has no Reference page</li> </ul>

	<b>Excellent-95-100%</b>	<b>Very Good-94-85%</b>	<b>Acceptable-84-75%</b>	<b>Poor74--60%</b>	<b>Unacceptable-50%</b>
<p><b>Sources</b></p> <p>(5%)</p>	<ul style="list-style-type: none"> <li>• No Wikipedia.</li> <li>• No more than two Credible Internet sources.</li> <li>• Highly credible, respectable sources used-such as scholarly papers.</li> </ul>	<ul style="list-style-type: none"> <li>• No Wikipedia.</li> <li>• No more than four Credible Internet sources.</li> <li>• Credible, respectable sources used-such as scholarly papers.</li> </ul>	<ul style="list-style-type: none"> <li>• No Wikipedia.</li> <li>• No more than six Credible Internet sources.</li> <li>• Only one source with acceptable credibility used-scholarly paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Wikipedia used</li> <li>• Only Internet sources used</li> <li>• No relevant source such as book or scholarly paper used.</li> </ul>	<ul style="list-style-type: none"> <li>• Wikipedia used</li> <li>• Internet sources unacceptable</li> <li>• No relevant source such as book or scholarly paper used.</li> </ul>

Rubric for Assignments - Guidance College					
	100%	90%	80%	70%	Fail
Organization	Overall presentation of the assignment is neat and appropriate. Answers are concise and correct. Student Name on top of the page along with assignment number. Proper phrase structure.				
Punctuation	All periods, comas, parentheses, and marks are positioned correctly.				
Grammar	Excellent English grammar is used. Arrangement of words and phrases create well-formed sentences. Proper syntax, word morphology, and semantics contribute to logical meanings of each statement.				

## Writing Lab

Academic writing is an important facet of the Guidance College student experience. All assignments must be submitted in APA.

To assist students with writing, and research, Guidance College offers a writing lab. Students that are struggling with their homework submissions or need extra support putting together their research papers, can contact the writing lab via the following email [writinglab@guidancecollege.org](mailto:writinglab@guidancecollege.org)

Additionally, the writing lab facilitator is available for one on one guidance via Zoom for all students.

The following links were created by Guidance College professors to assist students in understanding how to create an APA paper.

<https://www.youtube.com/watch?v=XRswsb18Cuo>

<https://www.youtube.com/watch?v=j1yldd5kYD8>

# APPENDIX I

## **EDUCATIONAL OUTCOMES PROFILE BASED ON THE GUIDANCE COLLEGE MISSION STATEMENT**

1. Students should be able to demonstrate a fundamental understanding of Islamic beliefs.
2. Identify and explain the main sources of Islam.
3. Explain and apply the Hanbali Juristic School of thought
4. Provide spiritual services to the Muslim Community
5. Promote interfaith dialogue and understanding

## BA Degree Outcomes

1. Demonstrate an understanding of and analyze the beliefs, teachings, and practices of the Islamic religion and its sects based on the Sunni schools of thought.
2. Apply critical thinking skills to analyze classical religious texts and teachings.
3. Discuss the different branches of classical Islamic studies, such as Quranic studies, Hadith criticism, Fiqh (Jurisprudence), the Islamic creed, Seerah (Prophet's biography), Islamic History and comparative theology.
4. Utilize skills in religious counselling, pastoral care, and interfaith dialogue.
5. Explain the historical, cultural, and social context of the development of various Muslim sects and movements.
6. Apply research skills to study and understand Islamic schools of thought and movements.
7. Engage in discussion about the role of religion in society and the relationship between religious and social institutions.
8. Identify prominent Islamic leaders and movements throughout history and explain their impact on society.

## Employment Oriented Educational Outcomes for BAIS Program

Upon completing the BAIS program, graduates will possess the ability to:

- Hold leadership positions within Muslim community organizations.
- Teach Islamic studies, Quran, and Arabic language to students at various educational levels.
- Serve as Imams and lead congregational prayers in mosques and Islamic centers.
- Offer spiritual guidance and support to the Muslim community, including marriage and divorce counselling, and funeral services.
- Organize religious events and celebrations, such as Eid prayers and khutbah.
- Serve as Islamic chaplains in hospitals, prisons, and the military.

## MAIE Degree Program Outcomes

### Graduates of the MAIE program will be able to . . .

1. Will have graduate level academic preparation through the study of Islam's Quranic revelation, theories, science, and community engagement.
2. Meet the need for the Islamic School Teachers, in North America.
3. Actively engage the Islamic community through well rounded in Islamic scholarship tradition as well as in the cultural currents and critical ideas shaping North America.
4. Pursue civil and societal exchanges using Islamic knowledge.
5. Advance to additional graduate or doctoral studies.

### Employment Oriented Educational Outcomes for MAIE

- Teach Islamic studies, Quran, and Arabic language at K-12 Islamic schools.
- Work as translators and interpreters for government agencies, businesses, and NGOs.
- Become Islamic educators and researchers, conducting research and publishing articles on Islamic history, theology, and jurisprudence.
- Work as community organizers and advocates, promoting social justice and addressing issues affecting Muslim communities particularly those that impact children.



## MAEF Degree Program Outcomes

### Graduates of the MAEF program will be to . . .

1. Exhibit basic and functional knowledge of Islamic finance principles, Islamic economics, Islamic financial institutions, Islamic banking, Islamic accounting, risk management, portfolio management and corporate finance.
2. Exhibit their expertise in Islamic finance, by conducting research of publishable quality in any area of Islamic finance or economics or by writing a professional paper or internship report.
3. Engage in a managerial position in an Islamic financial institution or employment in an Islamic finance related area.
4. Contribute to the Islamic community as a professional in sharia economics and finance.
5. Advance to additional graduate or doctoral studies.

### Employment Oriented Educational Outcomes for MAEF

- Pursue careers in Islamic finance and banking, including Sharia-compliant investment management and banking services.

# APPENDIX II

## APPENDIX II –DEGREE PROGRAMS

### ASSOCIATE’S DEGREE IN ISLAMIC STUDIES

66 credit hours of comprehensive instruction in Aqeedah, Quran, Hadith, Fiqh, Usool and Comparative Religion. Students who graduate from this program will be ready to pursue a Bachelor’s Degree in Islamic Studies at Guidance College. Even if a student doesn’t continue his or her Islamic Studies at this point, a graduate with an Associate’s Degree in Islamic Studies will be able to approach the community with strong principles and sound knowledge. He or she will have been exposed to the major themes in Islam and will have a structured way to move forward with their studies.

#### FRESHMAN SPRING SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
AQE101	<a href="#">Introduction to Islamic Creed</a>	3	None
HAD101	<a href="#">Introduction to Sunnah</a>	3	None
FIQ101	<a href="#">Introduction to Islamic Fiqh</a>	3	None
QUR101	<a href="#">Introduction to Quran &amp; Its Sciences</a>	3	None

#### FRESHMAN SUMMER SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
ASL101	<a href="#">Basic Arabic</a>	3	None
FIQ111	<a href="#">Fiqh of Worship I</a>	3	None
HAD111	<a href="#">Analytical Interpretation of Hadeeth</a>	3	None
QUR111	<a href="#">Quran Recitation &amp; Memorization I</a>	2	None

#### FRESHMAN FALL SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
ASL102	<a href="#">Intermediate Arabic</a>	3	ASL101
MAT101	<a href="#">College Algebra</a>	3	None
SOC202	<a href="#">American Government</a>	3	None
COM103	<a href="#">Computer Applications</a>	1	None
QUR112	<a href="#">Quran Recitation &amp; Memorization II</a>	2	QUR111

**SOPHOMORE SPRING SEMESTER**

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
SCI201	<a href="#">Natural Science</a>	3	None
FIQ221	<a href="#">Fiqh of Transactions I</a>	3	None
HIS211	<a href="#">The Biography of the Prophet I</a>	3	None
FIQ231	<a href="#">Muslim Family Law I</a>	3	None

**SOPHOMORE SUMMER SEMESTER**

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
HIS202	<a href="#">Islam in America</a>	3	None
HIS212	<a href="#">The Biography of the Prophet II</a>	3	HIS211
QUR221	<a href="#">Analytical Interpretation of Quran I</a>	3	QUR101

**SOPHOMORE FALL SEMESTER**

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
ENG101	<a href="#">English Composition &amp; Research Methodology</a>	3	None
SOC204	<a href="#">Self Development</a>	3	None
HIS201	<a href="#">Islamic History</a>	3	HIS212
QUR222	<a href="#">Analytical Interpretation of Quran II</a>	3	QUR101

## BACHELOR'S DEGREE IN ISLAMIC STUDIES

129 credit hours of comprehensive instruction in Aqeedah, Quran, Hadith, Fiqh, and Usool and Comparative Religion. Students who graduate from this program will be equipped to serve their communities as Imams, Chaplains, and Counselors among other things. Those who combine this degree along with another degree like Engineering (at another institution), will be better equipped to serve niche communities. Pursue your Islamic Studies online.

### FRESHMAN SPRING SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
AQE101	<a href="#">Introduction to Islamic Creed</a>	3	None
HAD101	<a href="#">Introduction to Sunnah</a>	3	None
FIQ101	<a href="#">Introduction to Islamic Fiqh</a>	3	None
QUR101	<a href="#">Introduction to Quran &amp; Its Sciences</a>	3	None

### FRESHMAN SUMMER SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
ASL101	<a href="#">Basic Arabic</a>	3	None
FIQ111	<a href="#">Fiqh of Worship I</a>	3	None
HAD111	<a href="#">Analytical Interpretation of Hadeeth</a>	3	None
QUR111	<a href="#">Quran Recitation &amp; Memorization I</a>	2	None

### FRESHMAN FALL SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
ASL102	<a href="#">Intermediate Arabic</a>	3	ASL101
MAT101	<a href="#">College Algebra</a>	3	None
SOC202	<a href="#">American Government</a>	3	None
COM103	<a href="#">Computer Applications</a>	1	None
QUR112	<a href="#">Quran Recitation &amp; Memorization II</a>	2	QUR111

## SOPHOMORE SPRING SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
SCI201	<a href="#">Natural Science</a>	3	None
FIQ221	<a href="#">Figh of Transactions I</a>	3	None
HIS211	<a href="#">The Biography of the Prophet I</a>	3	None
FIQ231	<a href="#">Muslim Family Law I</a>	3	None

## SOPHOMORE SUMMER SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
HIS202	<a href="#">Islam in America</a>	3	None
HIS212	<a href="#">The Biography of the Prophet II</a>	3	HIS211
QUR221	<a href="#">Analytical Interpretation of Quran I</a>	3	QUR101

## SOPHOMORE FALL SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
ENG101	<a href="#">English Composition &amp; Research Methodology</a>	3	None
SOC204	<a href="#">Self Development</a>	3	None
HIS201	<a href="#">Islamic History</a>	3	HIS212
QUR222	<a href="#">Analytical Interpretation of Quran II</a>	3	QUR101

## JUNIOR SPRING SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
ASL303	<a href="#">Advanced Arabic</a>	3	ASL102
QUR323	<a href="#">Analytical Interpretation of Quran III</a>	3	QUR101
FIQ312	<a href="#">Figh of Worship II</a>	3	FIQ221
HAD302	<a href="#">Hadeeth Sciences</a>	3	None
QUR313	<a href="#">Quran Recitation &amp; Memorization III</a>	2	QUR112

## JUNIOR SUMMER SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
FIQ322	<a href="#">Fiqh of Transactions II</a>	3	None
FIQ332	<a href="#">Muslim Family Law II</a>	3	12 Cr. of Fiqh
QUR314	<a href="#">Quran Recitation &amp; Memorization IV</a>	2	QUR313
AQE302	<a href="#">Islamic Creed II</a>	3	QUR101

## JUNIOR FALL SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
AQE303	<a href="#">Muslim Sects &amp; Comparative Religions</a>	3	AQE302
HAD312	<a href="#">Legislative Hadeeth I</a>	3	9 Fiqh Cr. & HAD302
SOC301	<a href="#">Raising Children in America</a>	3	None
FIQ341	<a href="#">Islamic Penal &amp; Judiciary Law</a>	3	None

## SENIOR SPRING SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
FIQ451	<a href="#">Principle of Fiqh I</a>	3	18 Cr. of Fiqh
FIQ461	<a href="#">Islamic Legal Maxims</a>	3	FIQ451
COM401	<a href="#">Interpersonal Communication</a>	3	None
HAD412	<a href="#">Legislative Hadeeth II</a>	3	9 Fiqh Cr. & HAD302
ASL400	<a href="#">Advanced Arabic Writing Course</a>	3	ASL101, ASL102, and ASL303

## SENIOR SUMMER SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
FIQ452	<a href="#">Principle of Fiqh II</a>	3	FIQ451
FIQ471	<a href="#">Contemporary Fiqh Issues</a>	3	FIQ452 & FIQ461
SOC402	<a href="#">Marriage Counseling &amp; Mediation</a>	3	None

## SENIOR FALL SEMESTER

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
FIQ481	<a href="#">Fiqh Hanbaly</a>	3	Completed 116 Cr.
PRA404	<a href="#">Graduation Project</a>	3	9 Cr. Remaining to Graduation



# Pre-PRA 404 Application

PRA 404

### Today's Date

<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Day	Year

### Name

<input type="text"/>	<input type="text"/>
First Name	Last Name

### Intended Practicum: ex hospital, jail, NGO, school

### Name of Practicum Facility:

### How will you participate in the above facility?

### Have you spoken to the person in charge of the facility?

Yes  No

### What agreement was reached?

### What date will you begin the Practicum?

<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Day	Year

How many hours per week will you be at the facility?

Do you understand that you will be required to submit a weekly journal of experiences?

Yes  No

Do you understand that you will be required to submit a research paper on the topic of your practicum? For, example if you worked at a hospital doing some type of Dawah you will be required to research in APA format, the subject of hospitals in the United States and how healingis supported by Dawah.

Yes  No

Submit

## MASTER'S DEGREE IN ISLAMIC EDUCATION

The Guidance College Master's in Islamic Education program encompasses two different tracks. Completing the two tracks successfully (40 credit hours) would entitle the candidate to earn a Master's Degree in Islamic Education. Complete the Islamic Studies and Its Teaching Methodology track only (total of 19 credit hours) would result in getting a Post Baccalaureate Certificate in Islamic Studies.

Certified teachers, who have also already completed a secular Master's degree in Education, from an accredited university or college, may be able to transfer Master's level classroom management and child development courses. Thereby, decreasing the time needed to complete their Master's degree in Islamic Education.

### Post Baccalaureate Certificate in Islamic Studies Course List:

#### Semester 1

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAIE610	<a href="#">Teachings of The Holy Quran</a>	3	None
MAIE620	<a href="#">Methods of Teaching Arabic</a>	3	None

#### Semester 2

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAIE630	<a href="#">Arabic Grammar</a>	2	None
MAIE640	<a href="#">Tajweed Sciences</a>	2	None
MAIE650	<a href="#">Islamic Creed</a>	3	None

#### Semester 3

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAIE660	<a href="#">Islamic Law</a>	3	None
MAIE700	<a href="#">Research Methods in Education</a>	3	None

## Teacher Certification Course List:

### Semester 1

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAIE710	<a href="#">Models of Teaching</a>	3	None
MAIE720	<a href="#">Application 1: The Teacher in the Classroom (Internship)</a>	3	None
MAIE730	<a href="#">Human Development &amp; Learning</a>	3	None

### Semester 2

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAIE740	<a href="#">Application 2: Project / Thesis</a>	3	None
MAIE750	<a href="#">Effective Classroom Management/Discipline</a>	3	None

### Semester 3

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAIE760	<a href="#">Cultural &amp; Social Foundation of American Education</a>	3	None
MAIE770	<a href="#">Introduction to the Use of Multimedia &amp; Instructional Technology in Education</a>	3	None

## **Credit for Prior Learning Experience (CPL)**

### **MAIE 720 & MAIE 755**

### **Portfolio Requirements**

#### **PRIOR LEARNING EXPERIENCE CREDIT (CPL)**

Prior learning experience evaluation in the workplace is an academic assessment driven process to determine how much, if any, credit can be exchanged for regular course instruction. Guidance College limits the granting of credit from assessed prior learning experience to internships only in the MAIE degree program. CPL (Credit for Prior Learning) is linked to the College's broader advanced standing policy for earning academic credit.

#### **LEARNING ASSESSMENT POLICY**

Prior learning credit is assessment-based learning granted as an alternative to normal course requirements for meeting the course description and learning outcomes. The student must meet prescriptive experience prerequisites prior to enrollment. When requesting credit using prior learning assessment, the student will be asked to complete an online questionnaire to document meeting these prescriptive prerequisites before starting the course. This form must be filled out prior to the semester that the student is requesting credit for.

Students are limited to one internship credit (3 credit hour) using prior learning experience. A student applying for internship credit must meet these criteria before assessment begins at the time of this academic request.

The student must:

- Complete all expected coursework in the degree program prior to starting an internship.
- Present verifiable official documents on institution letterhead stating continuous full-time employment in elementary or secondary education for a minimum of 5 years.
- Present assessment demonstrating continuous improvement in teaching and/or leadership responsibilities.

#### **DOCUMENTATION FOR EARNING PRIOR LEARNING EXPERIENCE CREDIT**

There are several ways in which students can demonstrate course learning outcomes and earn credit. The course professor will assist the student in making the choice that best suits their individual paradigm. Applicable choices may include standardized examination, a course competency challenge exam based on all course content, portfolio-based presentations, or independent study. Please ask the Registrar for access to the questionnaire.

Students who wish to apply for (CPL) in the Master's in Islamic Education must meet the following requirements:

- The student must be in good standing at Guidance College and enrolled in the MAIE program.
  - No outstanding tuition
  - GPA of 3.5
- Student must have completed all the pre-requisite courses required for MAIE 720 or MAIE 755
- Student must be currently employed as a full-time teacher
- Student must have been employed as full-time employed teacher for a minimum of five years. (teaching and administrative duties performed at the same school are admissible)
- Student must demonstrate through the development of a portfolio, a minimum of 80 percent of the course objectives and units of instruction for which they are seeking credit.
- To apply for CPL in MAIE 720 & MAIE 755 students must submit the jot form located for each in Sycamore and a portfolio with the following requirements

## MAIE INTERNSHIP PORTFOLIO REQUIREMENTS FOR CREDIT

### Portfolio requirements:

1. Resume
2. Autobiography highlighting their teaching career-1-2 pages minimum
3. Letter from a supervisor(s) confirming their work ethic and commitment to education
4. Letter from HR confirming current employment
5. Any teaching awards or teaching certifications

### Course Documentation

Documentation of course or courses taught cannot be in the current year, in the future or in the previous semester for in which the student is applying for CPLE. Students may submit more than one course documentation; however, documentation needs to be organized per course.

### Required Course Documentation

A one-to-two-page summary of the course, grade of course, course objectives, course outcomes, number of students taught and the number of days per week that course was taught. Three annotated lesson plans Five graded assessments.

### Grading Rubric

The final portfolio grade is based this grading rubric.

<b>A Grade</b>	<b>B Grade</b>	<b>C Grade</b>	<b>D Grade</b>	<b>F Grade</b>
Excellent	Good	Fair	Poor	Unacceptable

Organization

Completeness

Assessment & Improvement

Teaching Career Application

Writing Competency

Oral Presentation

## MASTER’S DEGREE IN ISLAMIC ECONOMICS & FINANCE

Our Master’s in Islamic Economics & Finance program encompasses two different components. Completing the two components successfully (total of 36 credit hours Courses + Comprehensive Exam) would entitle the candidate to earn a Master’s Degree in Islamic Economics & Finance. While completing the first-year courses only will result in an industrial qualification called Guidance College CIFP (Post Baccalaureate Certificate of Islamic Finance Professional).

### Year One Courses (18 Credit Hours – Full Time):

#### Semester 1

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAEF610	<a href="#">Research Methodology</a>	3	None
MAEF625	<a href="#">Islamic Finance Principles and Fiqh</a>	3	None

#### Semester 2

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAEF630	<a href="#">Islamic Banking</a>	3	None
MAEF640	<a href="#">Accounting For Islamic Institutions</a>	3	None

#### Semester 3

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAEF650	<a href="#">Islamic Capital Market</a>	3	MAEF626
MAEF710	<a href="#">Islamic Finance Contracts</a>	3	MAEF625

## Year Two Courses (18 Credit Hours – Full Time):

### Semester 1

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAEF720	<a href="#">Islamic Financial Transactions</a>	3	MAEF625
MAEF730	<a href="#">Islamic Corporate Finance</a>	3	MAEF625, 640

### Semester 2

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAEF740	<a href="#">Islamic Economics</a>	3	None
MAEF750	<a href="#">Risk Management in Islamic Institutions</a>	3	MAEF625, 740

### Semester 3

Course Code	Course Name	Cr. Hrs.	Pre-Requisites
MAEF760	<a href="#">Islamic Portfolio Management</a>	3	MAEF730
MAEF770	<a href="#">Graduation Capstone</a>	3	Complete Required Courses



# APPENDIX III

## APPENDIX III – LEARNING RESOURCES

Students are provided with learning resources at the following link: <https://www.guidancecollege.org/e-library>. Guidance College provides subscriptions and open resources that are pertinent to each course. Faculty may also provide additional course material that is not readily available on the Internet or is not in English. Translations are provided.

In addition, Guidance College has as an online library -[Hodhood E-Library](#) that is designed to allow students to research various topics that are specific just to Islamic topics that are not readily available in English or in Internet sources.

The following resources are available to students. Learning Resources for Associate's and Bachelor's Degree Programs. The following sources can be used for research as you study for your Associates or Bachelor's in Islamic Studies.

- [Library of Congress](#) is an open source for those who are enrolled in the Political Science course
- [Islamic Heritage Project | Harvard Library](#) is an open source for books
- [Academia](#) is an open source for multiple topics
- [Project Gutenberg](#) is an open source for books
- [The Education Guide to DPLA](#) is an open source
- [The Comprehensive Muslim e-Library](#)
- [United Nations Digital Library](#)
- [Hod Hood E Library](#) is an open source for researching Islamic topics
- [Sage Journals](#) is an open source for multiple topics
- [Oxford Academic Journals](#) (Check your Sycamore portal for Login information – Available for Students ONLY)

### Master's in Islamic Education Resources:

The following sources are available as research options while studying for the Master's in Islamic Education

- [HodHood E-Library](#)
- [SAGE Journals / American Educational Research Journal](#) (Check your Sycamore portal for Login information – Available for Students ONLY)
- [SAGE Journals / AREA Open](#)
- [Open Review of Educational Research](#)
- [Berkeley Review of Education](#)
- [SAGE Journals / SAGE Open](#)
- [Cogent Education – Volume 4](#)
- [Open Access Journals Search Engine \(OAJSE\) – Education](#)
- [International Journal of Progressive Education](#)
- [Current Issues in Comparative Education](#)
- [Early Childhood Research & Practice](#)
- [Education Sciences](#)
- [Academia](#)
- [Islamic Heritage Project | Harvard Library](#) is an open-source for books

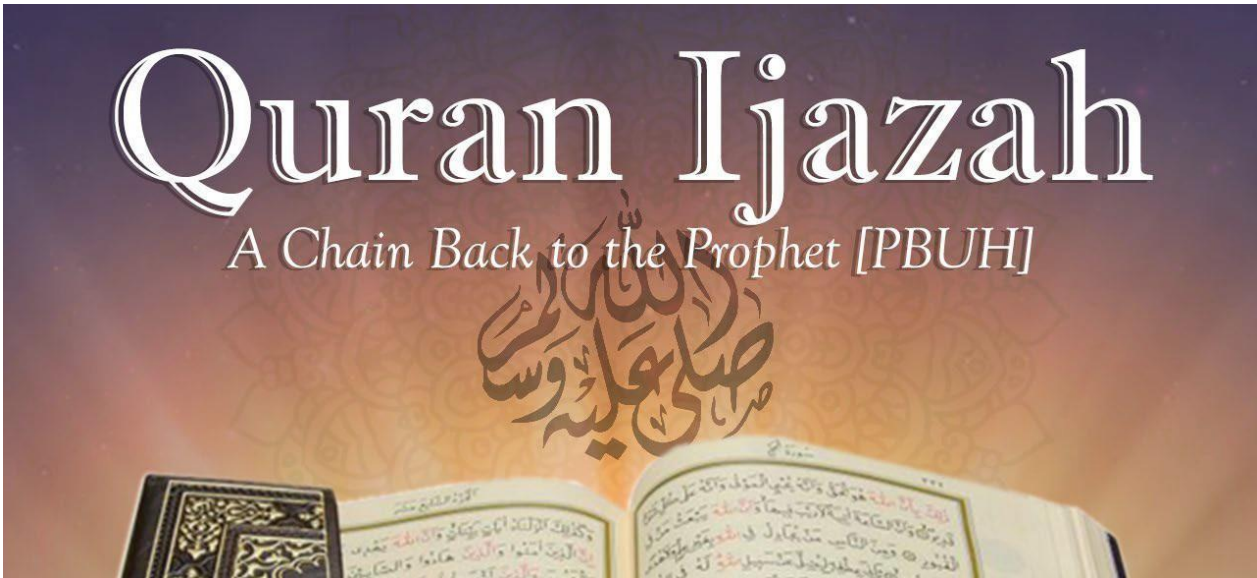
### Master's in Islamic Economics & Finance Resources:

The following sources are available as research options while studying for the Master's in Islamic Economics & Finance:

- [Oxford Academic Journals](#) (Check your Sycamore portal for Login information – Available for Students ONLY)
- [Oxford Academic – Journal of Financial Econometrics](#) (Same login information as Oxford Academic Journals – Available for Students ONLY)
- [Open Access Journals Search Engine \(OAJSE\) – Economics](#)
- [Journal of Islamic Banking & Finance](#)
- [Cogent Economics & Finance](#)
- [Economies – Open Access Journal](#)
- [Academia](#)

\*Note: Students must follow all applicable copyright laws. For more information about copyrights, visit the U.S. Copyright Office at <http://www.copyright.gov>, especially their FAQ's at <http://www.copyright.gov/help/faq>

# COMMUNITY EDUCATION



## Quran Ijazah

The **Quran Ijazah** program offers a unique opportunity to study the Quran in a traditional way used by eminent Muslim scholars. The Ijazah (certification) is awarded upon successful completion of the program's requirements. The Ijazah Program has two options: either *Quran Memorization* or *Quran Recitation*.

This is a non-credit CEU (Continuing Education Unit) course.

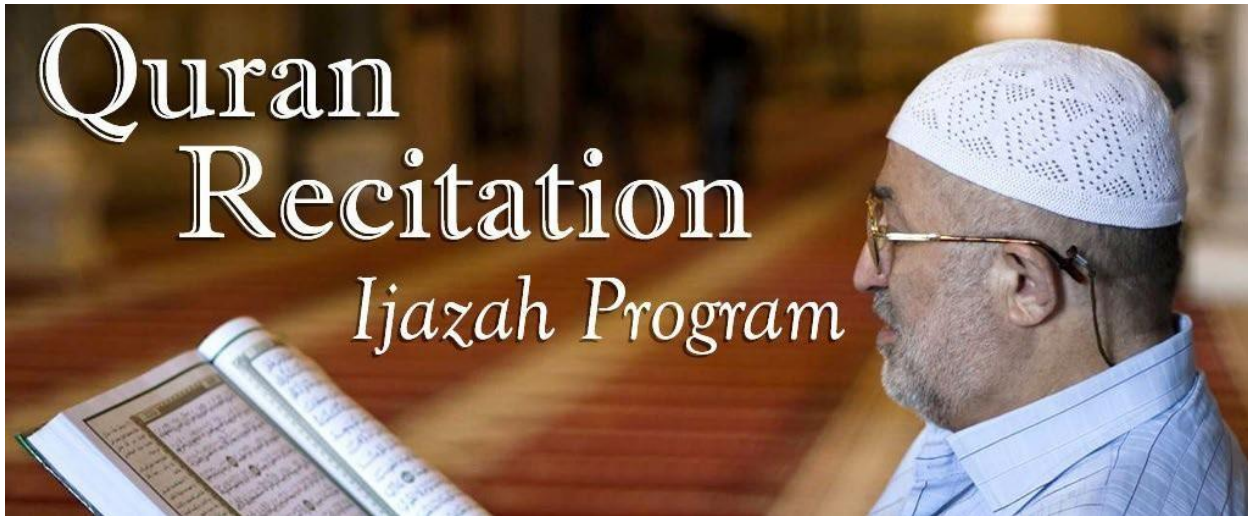
Admittance is simple:

- Complete the application
- Meet with a qualified faculty member who will explain the course requirements.



## QURAN MEMORIZATION IJAZAH

The **Quran Memorization Ijazah** is a supervised and systematic approach to memorizing the Quran. This program constitutes one-on-one reading and memorizing of the whole Quran by heart with an instructor. There are no set limits on how many pages are read daily or weekly, this will be determined between the student and the instructor on an individual basis. A *sanad* (a chain of trustworthy narrators traced back to the Prophet Muhammed (ﷺ)) is provided upon the completion of the program.



## **QURAN RECITATION IJAZAH**

The **Quran Recitation Ijazah** is similar to the Memorization Program in the ways of one-on-one instruction and no limitation daily/weekly reading. However, this program allows the reciter to read from the Mushaf. This is a way to certify that you can recite the Quran accurately in the way that Prophet Muhammad (ﷺ) taught us.

## **ENROLLMENT PROCESS**

To enroll in the either the memorization or the recitation program, please follow these steps:

- [Apply for Admission](#), and select "Non-Degree / Audit / Ijazah Program" when you are asked about the STATUS.
- Schedule an evaluation with an instructor. You will be required to perform a recitation. Students will be admitted based on their fluency and accuracy of Tajweed Rules and pronunciation. Please note that applicants must pass the oral evaluation test with at least a 70%.
- Upon approval for admission, you will be asked to set up the program payment and will be assigned a teacher.

## **Program Costs**

The total cost of the Quran Ijazah program is \$1,550 in which \$50 is a non-refundable Admission Fee, and \$1,500 is the tuition for the program.

## **Available Payment Plans:**

Three (3) different payment plans are available for the two (2) different tracks.

- Quran Recitation Ijazah: \$500 a month for three (3) months.
- Quran Memorization Ijazah: \$100 a month for 15 months.
- Full Payment.

Please note that in the case of a student completing either Ijazah tracks prior to completing the full payment, he/she must pay the remaining balance before receiving their Sanad.

# DIRECTORY

**Dr. Main Alqudah**

Associate Professor

[Learn more](#)

**Dr. Louay Abdulbaki**

Chief Academic Administrator  
Operation Manager  
Associate Professor

[Learn more](#)

**Dr. Noor Mobeen**

Lead Professor MAIE

[Learn more](#)

**Dr. Faruq Ahmad**

Lead Professor MAEF

[Learn more](#)

**Dr. Okan Dogan**

Adjunct Faculty

[Learn more](#)

**Dr. Muhammad Akbar Khan**

Adjunct Faculty

[Learn more](#)

**Dr. Siavash Asadi**

Adjunct Faculty

[Learn more](#)

**Dr. Khalid Hussain**

Adjunct Faculty

[Learn more](#)

**Dr. Bachir Djehiche**

Adjunct Faculty

[Learn more](#)

**Dr. Noha Elarief**

Adjunct Faculty

[Learn more](#)

**Dr. Hala Ibrahim Gado**

Adjunct Faculty

[Learn more](#)

**Dr. Dalia El Metwally**

Adjunct Faculty

[Learn more](#)

**Dr. Dina Geumei**

Adjunct Faculty

[Learn more](#)

**Ryan Marquette**

Adjunct Faculty

[Learn more](#)

**Dr. Mohamad Al Shoukairy**

Lead Professor

[Learn more](#)



**Dr. Muhammad Nur**

Adjunct Faculty

**Dr. Farhat Nisar**

Adjunct Faculty

[Learn more](#)

**Dr. Faruk Abdullah**

Adjunct Faculty

[Learn more](#)

**Dr. Hossameldeen Mohammed**

Adjunct Faculty

[Learn more](#)

**Dr. Saad Muhammad**

Adjunct Faculty

[Learn more](#)

**Yousef Hussin**

Instructor

[Learn more](#)

**Shaykh Abdul Razzak**

Instructor

[Learn more](#)

**Sr. Rima Taleeb**

Instructor

[Learn More](#)

**Dr. Ahmed Elhaddad**

Instructor

[Learn more](#)

**Sh. Moujahed Bakhach**

Instructor

[Learn more](#)

**Abdallah Yousri**

Instructor

[Learn more](#)

**Jonathan Peltó**

Instructor

[Learn more](#)

**Sh. Osamah Salhia**

Teacher Assistant

[Learn more](#)

